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ABSTRACT

A survey was developed in 1984 by the Pennsylvania School Library Media Service Division to evaluate the status of state mandated school library media programs. The survey instrument was mailed to 1,923 (out of a possible 3,487) schools to the attention of the 1,963 school librarians; the response rate was approximately 67% (1,336). This report on the findings of the survey provides an in-depth picture of the status of school library media programs, including: (1) a profile of the librarians who responded to the survey (position, highest education level, certification level, years of experience, service on committees); (2) data on the status of the library media programs and policies (existence of written policies, resource sharing, audiovisual equipment, cataloging and classifying systems); (3) information about the library media curriculum and its delivery (responsibilities of school librarians, the status of school library procedures and policies, and curriculum analysis); and (4) resource data (size of collection, daily circulation, budget for resources and supplies, library hours, noncurricular uses of the media center). The study attempted to present the data without drawing conclusions, but in some instances some rationale for the findings is presented. Nine appendixes include the regulations of the state board of education; three basic education circulars (1-83, 27-75, and 11-78); a memo about materials selection policies; instructional, supervisory, and administrative certificates; a guide to the new copyright law (educational use); the Public School Code of 1949; and a copy of the questionnaire with results by both percentages and frequencies. (CGD)

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Pennsylvania School Libraries:

A Status Report on Curriculum, Staff, Resources and Policies

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Pennsylvania School Libraries:

A Status Report on Curriculum, Staff, Resources and Policies

An Agenda for Knowledge and Information
Through Libraries

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. And, of course, the people who served on the Library Survey Committee who so gratiously donated their time and expertise to make this survey possible.

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* The Library Survey Committee would like to dedicate this document to Fran Markowitz who died in 1985. We will miss her bright and cheery outlook, but we are grateful that we were fortunate enough to have her touch our lives, even if for such a brief period of time.

INTRODUCTION

. Why was the survey conducted?

In the Fall of 1983, the School Library Media Service Division convened a committee to develop an instrument which could be used to evaluate the status of school library media programs in Pennsylvania.

The objective of this survey was to produce data to assist the Division in the following activities:

- . Develop an informational document which could be used by educators and researchers in improving school library media programs.
- . Extract data to make recommendations to PDE management regarding school library media issues.
- . Develop appropriate workshops and seminars to address the needs as identified.
- . Provide appropriate technical assistance to bring school library programs to a desired status.
- . Establish priorities for allocating available resources.
- . Plan support services to address the needs as identified.
- . Make recommendations for future studies.

School library programs are mandated in Pennsylvania. Each school district is required to employ one full-time elementary librarian and each secondary school must employ one full-time secondary librarian (Appendix I). Some schools employ more than one secondary librarian for each secondary building. But, many elementary librarians must manage more than one school library and must teach skills to students in more than one building.

In some schools, especially secondary schools, the survey responses included only the librarian who completed the survey form and not other professional staff in the same building. This will reflect upon the exact numbers of librarians in the field. The general trend percentages were not statistically affected and, therefore, not harmful to the overall reporting.

This document was designed to present the data on the status of school library programs. While some general observations were made, the document should not be considered as all inclusive in drawing conclusions and analyzing the data.

. How was the survey developed and conducted?

The committee began its work by identifying all the components of school library programs and then listed what they wanted to know about each of these components. Under the guidance of the PDE research staff, some questions were combined and refined while others were eliminated entirely. After this process was completed, a second draft was sent to a group of librarians for testing to

justify the validity of the items. After the test was analyzed, further changes were made before general distribution of the survey form was made.

Early in 1984, the final instrument was mailed to all school buildings to the attention of the school librarian. A letter from the Division Director which explained the purpose of conducting the survey was included. In addition, instructions for completing the survey form were also enclosed. From a total population size of 1,963 librarians, 1,336, or approximately 67% responded. This included information about 1,923 buildings or about 55% of the 3,487 school buildings in Pennsylvania.

. What data was included in the findings?

The completed survey forms were returned to the Department where they were checked for validity and clarity before being processed. The responses were then entered into the SPSS (Statistical Package for the Social Sciences) and programs for analyzing the data in various formats were developed. Enrollment and grade level statistics, as well as data regarding the economic status of the school districts, were then collected and added to the SPSS program. These became a part of the data analysis. Information about salary and age was extracted from Professional Personnel 1983 as published by the Department of Education.

In 1985, work was begun on manipulating and analyzing the data, and was completed in the summer of 1986.

. What did the findings reveal?

This survey provides an in-depth picture of the status of school library media programs and includes four major areas. Section I presents a profile of the librarians who responded to the survey. Section II presents data regarding the status of the library media programs and policies. Section III includes information about the library media curriculum and its delivery. Library resource data is presented in Section IV.

The study attempted to present the data found without drawing conclusions. However, in many instances, some rationale for the findings is presented.

. What is planned for future studies?

Future surveys are planned which will examine some of the same components as well as other components not included in this study. Such an effort is being planned for sometime during the 1987-88 school year.

DEFINITIONS OF TERMS USED IN THE STUDY

Symbols:

N = total number in a given group
F = frequency of the positive or the defined response
% = relates to the frequency F/N = %

Enrollment Size:

Small = less than 1863 students
Medium = 1864 - 3098 students
Large = more than 3099 students

Aid Ratio Level:

Wealthy = school districts which receive state aid of less than 50% of their budget.
Moderate = school districts which receive state aid of 50-64% of their budget.
Poor = school districts which receive state aid of more than 64% of their budget.

Cell Identification:

When enrollment and aid ratio are combined, the cells are numbered as follows:

	Low Aid less than 50%	Moderate Aid 50-64%	High Aid more than 64%
Aid Ratio	1	2	3
Enrollment			
less than 1863 (small enrollment)	11	12	13
1864-3098 (medium enrollment)	21	22	23
more than 3099 (large enrollment)	31	32	33

SURVEY PARTICIPANTS: DISTRIBUTION BY ECONOMIC STATUS

	Wealthy	Moderate	Poor
Small Enrollment	(11) N sch = 65 enr = 26,876 X e = 413	(12) N sch = 81 enr = 33,866 X e = 423	(13) N sch = 156 enr = 70,601 X e = 455
Medium Enrollment	(21) N sch = 179 enr = 87,311 X e = 493	(22) N sch = 199 enr = 91,243 X e = 463	(23) N sch = 157 enr = 69,375 X e = 465
Large Enrollment	(31) N sch = 498 enr = 292,550 X e = 592	(32) N sch = 401 enr = 255,307 X e = 641	(33) N sch = 188 enr = 92,791 X e = 494

REPRESENTATION OF SURVEY RESPONDENTS BY BUILDINGS AND LIBRARIANS

	N = 1,923 Buildings	N = 1,336 Librarians
Elementary:	N = 1380	N = 799
K-5	N = 1217	N = 645
5-8	N = 163	N = 154
Secondary:	N = 512	N = 500
Jr. High	N = 124	N = 119
Sr. High	N = 271	N = 268
Jr/Sr. High	N = 117	N = 113
Combined:	N = 31	N = 28
	K-12 = 31	N = 28

RATE OF RESPONSE

	Size of Population Surveyed	Response	Rate of Response
Librarians	1,963	1,336	67%
Buildings	3,487	1,923	55%

SECTION I: LIBRARIANS' PROFILE

Section I is devoted to providing statistics about the profile of the school librarians in Pennsylvania. It covers survey questions 2, 3, 4, 5, and 6.

Chapter 5 Curriculum Regulations require that each secondary school building employ a full-time properly certified school librarian. Elementary schools, however, are only required to employ one full-time properly certified librarian for the school district (Appendix I). However, many districts employ more than 1 elementary school librarian. During the time that this survey was conducted Pennsylvania had a total of 1,963 librarians to serve 1,737,952 public school students in 3,487 buildings. However, it must be kept in mind that most secondary buildings are meeting the requirement to employ a full-time librarian. Therefore, in most cases, it is the elementary librarian who must cover more than 1 building. In Pennsylvania, elementary librarians are responsible for managing the library, as well as implementing an instructional program for students. This ranges from the ideal of 1 elementary librarian per building to the assignment of 1 elementary librarian to serve 15 buildings.

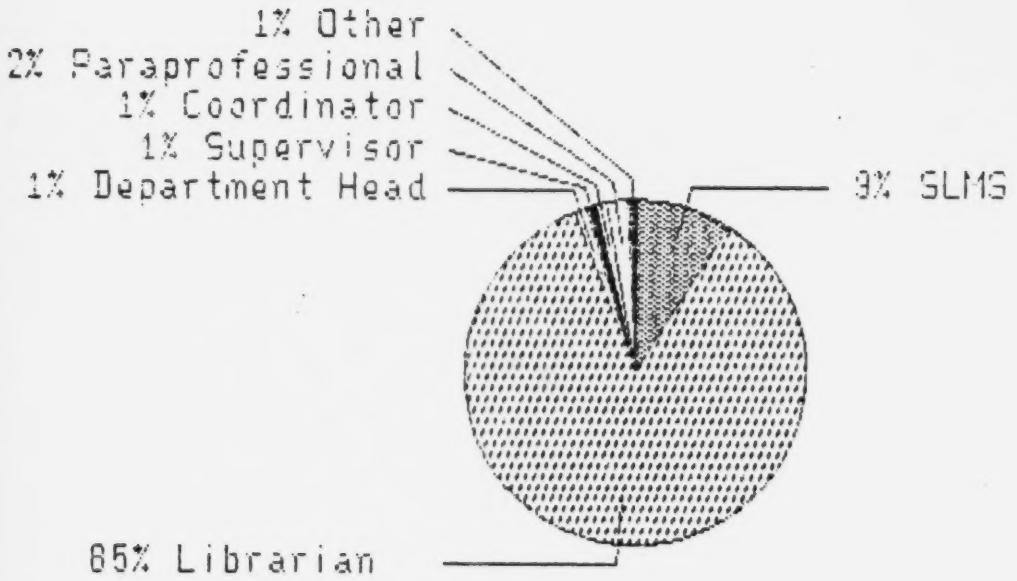
QUESTION 2A: Position/title under which you are employed.

QUESTION 2B: Position you are eligible to hold.

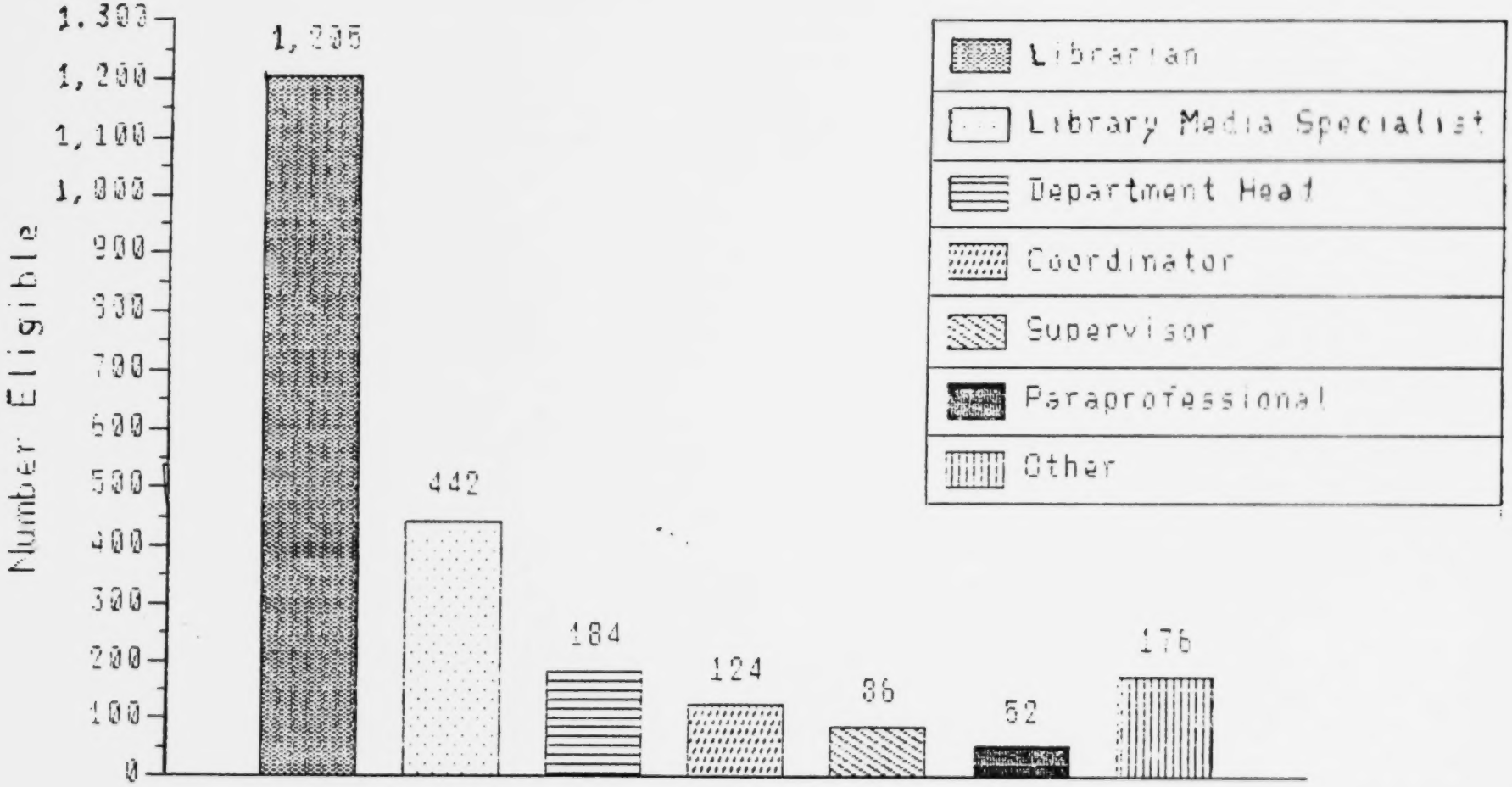
94% of all the librarians have the professional title of librarian or library media specialist. Only 3% hold a supervisory position. It is interesting to note that 29% hold supervisor, coordinator or department head certification. This is an indication that librarians hold proper certification to move into supervisory type positions if, and when, they become available.

Title	2A Position/ title under which you are employed (one only) Percent	2B Any Position you are eligible to hold (any that apply) Percent
Librarian	85	90
Library Media Specialist	9	33
Paraprofessional	2	4
Supervisor	1	6
Coordinator	1	9
Department Head	1	14
Other (Specify) _____	1	13

POSITION/TITLE OF LIBRARY PERSONNEL



Position/Title



NUMBER OF PERSONNEL ELIGIBLE
FOR VARIOUS LIBRARY POSITIONS

QUESTION 2C: Highest educational level.

QUESTION 2D: Highest certification level.

64% of the respondents have a Master's degree and 76% have reached Instructional II certification. Librarians in Pennsylvania are not required to obtain a Master's degree, but certification requirements stipulate that they must complete 24 credit hours and 3 years of service to achieve Instructional II certification (see Appendix V). These statistics demonstrate that school librarians in Pennsylvania value the pursuit of higher education.

	2C Your highest educational level (one only)		2D Your highest certification level (one only)
Educational Level	Percent	Certification Level	Percent
BS/BA			
Library Science	32	Provisional	3
Other	3	Instructional I	17
MS/MA		Instructional II	76
Library Science	50	Supervisory	3
Other	14	Administrative	1
Ph.D.	0.3		
D.Ed.	0.2		

The chart below compares the aid ratio level of the school against the educational level of the librarians who serve in that school. These findings demonstrate that those schools which receive less state-aid (wealthier districts) employ librarians who have achieved a higher educational level.

Aid Ratio/Educational Level of Librarians

	BS/BA LS	other	combined	MS/MA LS	other	combined
Wealthy	25.9%	1.2%	27.1%	57.2% *	14.1%	71.3%
Moderate	32.3%	4.2%	36.5%	47.7%	11.6%	59.3%
Poor	42.0%	2.3%	44.3%	37.8%	16.6%	54.4%

N = 1,336 total number of librarians
LA-N = 568 librarians in schools with low aid ratio (wealthier districts)
MA-N = 449 librarians in schools with moderate aid ratio
HA-N = 307 librarians in schools with higher aid ratio (poorer districts)

NOTE: See definition for explanation of aid ratio level.

* The chart below compares the enrollment size of the school against the educational level of the librarians. These findings indicate that the schools with larger enrollments tend to have librarians with a higher educational level on their staff.

Enrollment Size of School/Educational Level of Librarians

	BS/BA LS	other	combined	MS/MA LS	other	combined
LE	26.0%	2.3%	28.3%	54.7% *	13.5%	68.2%
ME	38.7%	2.9%	41.6%	44.2%	13.4%	57.6%
SE	41.9%	2.4%	44.3%	39.0%	15.9%	54.9%

N = 1,336 total number of librarians.
LE-N = 770 librarians employed in schools with large enrollments.
ME-N = 344 librarians employed in schools with moderate enrollments.
SE-N = 210 librarians employed in schools with small enrollments.

NOTE: See definition on page 3 for explanation of enrollment size.

The chart below groups the schools by ratio aid level and enrollment size and compares these cells with the percentages of librarians with a BS/BA and those with MS/MA. The findings indicate that those schools with low enrollment and low aid ratio levels tend to employ librarians with a higher average educational level. *

Enrollment Size of School/Aid Ratio Level/Level of Librarians' Education

	Wealthy	Moderate	Poor	
Small	48	58	104	N
Enrollment	31.3%	46.5%	49.1%	BS/BA
	66.7%	53.4%	50.0%	MS/MA
Medium	140	112	92	N
Enrollment	37.2%	43.8%	45.7%	BS/BA
	62.1%	54.5%	54.3%	MS/MA
Large	380	279	111	N
Enrollment	22.9%	31.9%	38.7%	BS/BA
	75.2% *	62.4%	58.8%	MS/MA

NOTE: The total percentages listed for BS/BA and MS/MA will not total 100% due to other possible responses.

The charts below represent the certification level of the librarians in the dimensions of aid ratio level and enrollment size of the schools. There were no significant trends shown. This may be attributed to the fact that 74% of the respondents hold Instructional II certification.

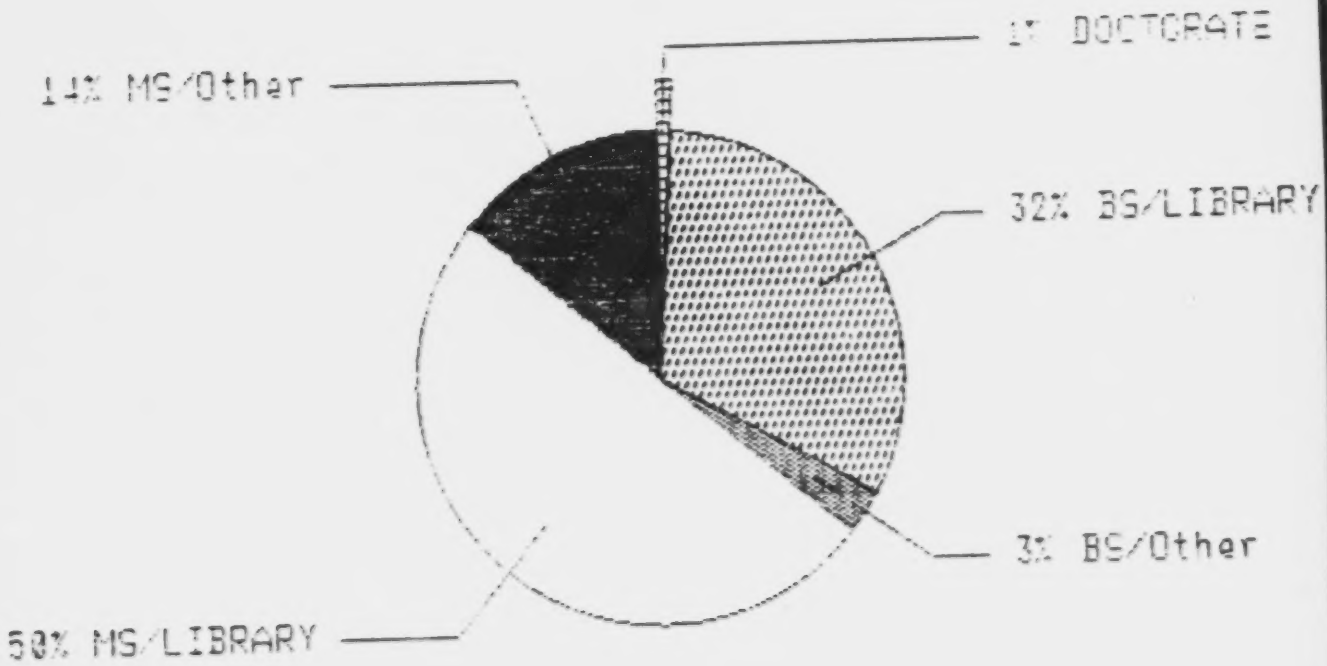
Aid Ratio Level/Librarian Certification

	Prov.	Inst. I	Inst. II	Super.	Adm.	NR
Wealthy	2.5%	15.3%	76.4%	3.2%	1.4%	1.2%
Moderate	2.7%	16.5%	70.8%	3.1%	.7%	6.2%
Poor	5.2%	16.3%	73.6%	2.6%	1.0%	1.3%

Enrollment Size/Librarian Certification Level

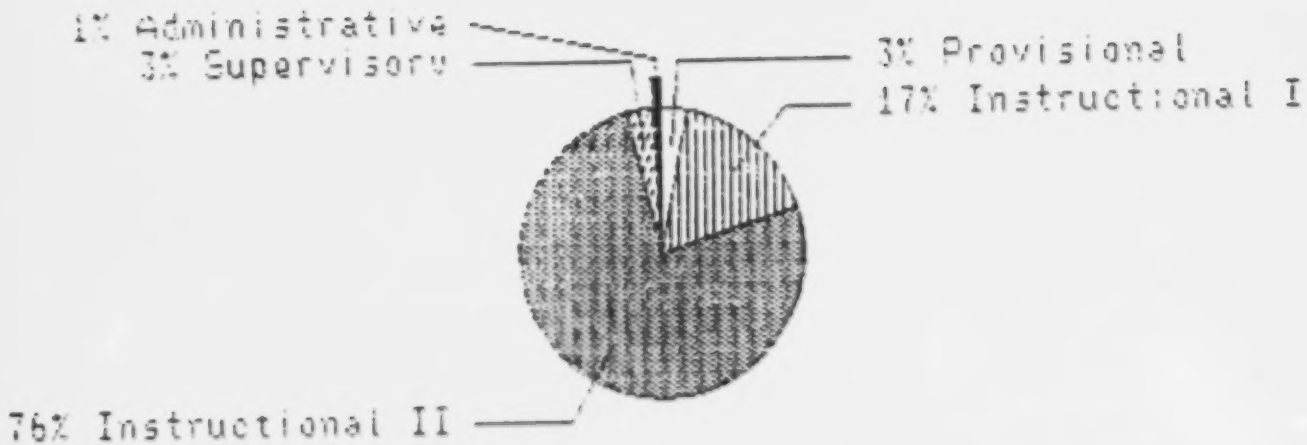
Low Enrollment	2.6%	13.9%	75.2%	3.4%	1.2%	3.8%
Medium Enrollment	2.9%	18.0%	74.1%	2.6%	.6%	1.8%
Large Enrollment	5.7%	20.0%	68.6%	2.4%	1.4%	1.9%

EDUCATION LEVEL OF LIBRARIANS



Highest Degree Achieved

CERTIFICATION LEVEL OF LIBRARIANS



Certification Level

QUESTION 2E: What year did you take your most recent college course?

QUESTION 2G: How many years of experience have you had as a school librarian?

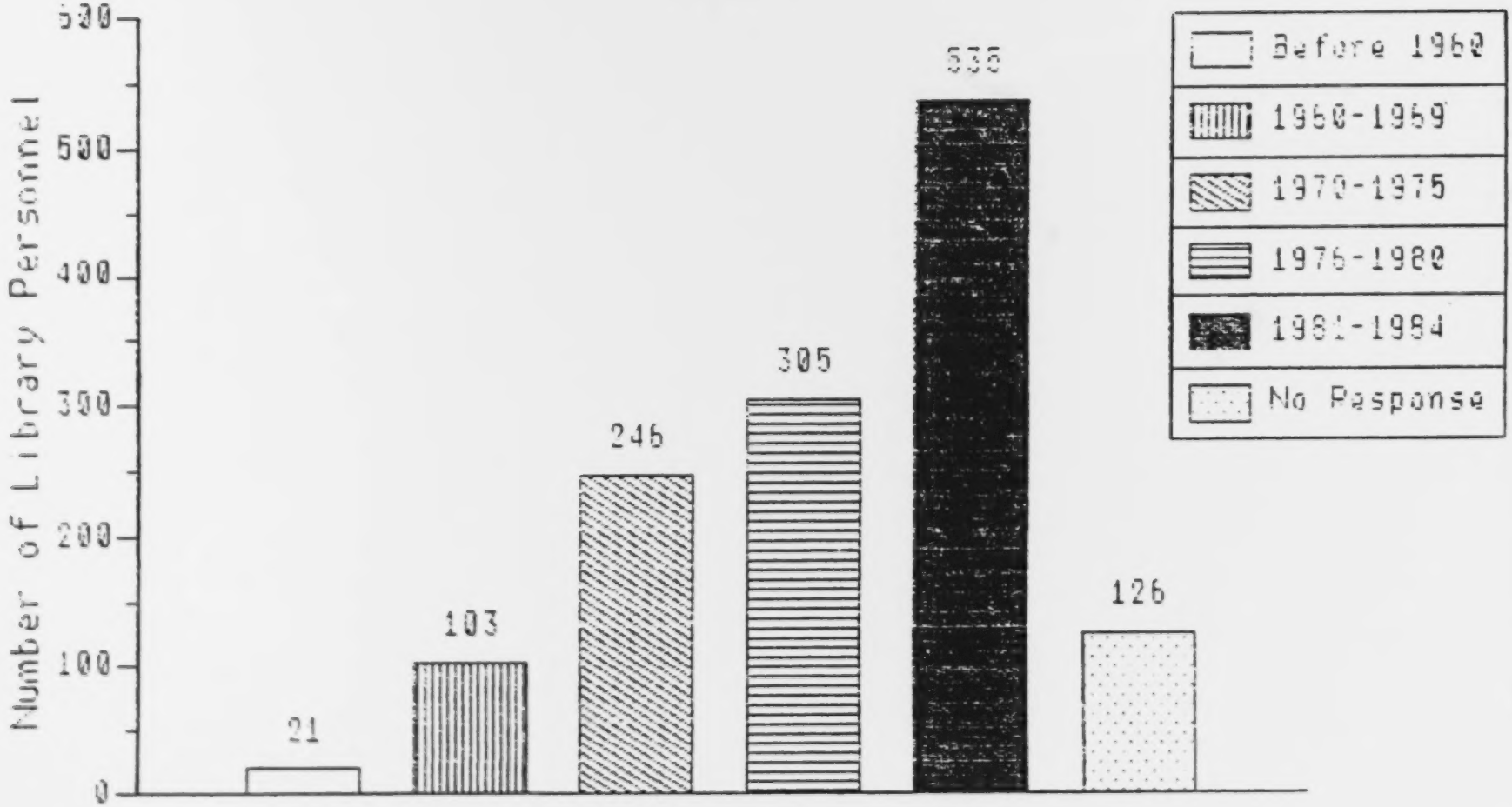
Almost 51% of the librarians have had a college course in the past few years. Research seems to indicate that length of experience and current education of the school librarian are direct indicators of a quality school library program. The results in this survey cannot be read that obviously. However, when examining the fact that 59% of the librarians have more than 10 years of experience, combined with the fact that 64% have a Master's degree, there is strong evidence that the components for quality school library media programs exist in Pennsylvania.

2E Year most recent college course was taken

Year	Percent	Year	Percent
Before 1960	2	1975-1979	23
1960-1969	8	1980-1984	51
1970-1974	16		

2G How many years of experience have you had as a school librarian?

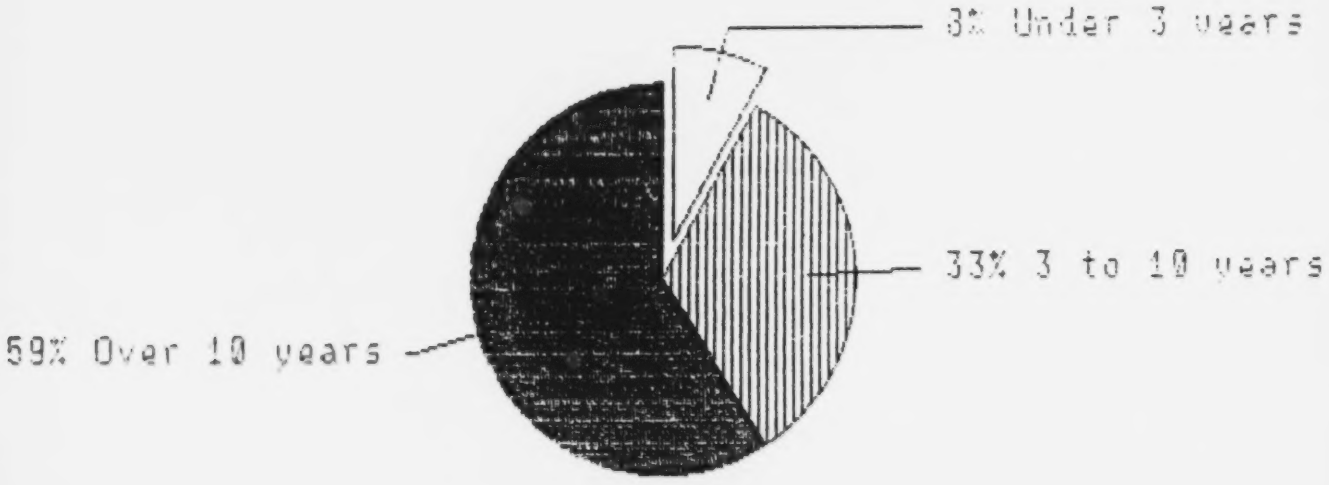
Years	Percent
Fewer than 3 years	8
3 to 10 years	33
More than 10 years	59



LAST YEAR LIBRARIANS TOOK A COLLEGE COURSE

31

YEARS OF EXPERIENCE AS A SCHOOL LIBRARIAN



Experience

Educational Level/Certification Level and Years of Experience by Types of Schools

	K-7 Elementary		7-12 Secondary		Combined K-12	
Number in Group	799		500		28	
	N	%	N	%	N	%
Education						
BS/LS	281	35.2%	128	25.6%	8	28.6%
BS/other	17	2.1%	14	2.8%	2	7.1%
BS/BA	298	37.3%	142	28.4%	10	35.7%
LS Master's	347	43.4%	291	58.2%	12	42.9%
Other Master's	119	14.9%	61	12.2%	3	10.7%
Master's	466	58.3%	352	70.4% *	15	53.6%
Ph.D. & D.Ed.	5	.6%	6	1.2%	--	----
Certification						
Provisional	23	2.9%	15	3.0%	1	3.6%
Instructional I	138	17.3%	68	13.6%	5	17.9%
Instructional II	574	71.8%	380	76.0% *	18	64.3%
Supervisory/Adminis.	26	3.3%	28	5.6%	--	----
Experience						
Less Than 3 years	67	8.4%	31	6.2%	3	10.7%
3-10 years	289	36.2%	141	28.2%	8	28.6%
More Than 10 years	436	54.6%	328	65.6% *	17	60.7%

* This chart indicates that secondary librarians have a higher educational and certification level than elementary librarians. Informal data gathering seems to indicate that many librarians move from serving as an elementary librarian to filling that position on the secondary level. It is recommended that future studies try to determine how many librarians moved across organizational levels (from elementary to secondary and vice versa), and why such a move occurred to determine if a pattern exists.

QUESTION 2F: On which school committees do your serve?

Generally, research indicates that when educators participate on committees it reflects an attitude towards involvement and it is more likely that integration of the school library media curriculum with other discipline areas will occur. Committee participation is a process by which the librarian can utilize acquired skills in a diversified manner to bring about greater creativity in the teaching/ learning process.

Not all librarians, however, are able to participate in committee work for a variety of reasons. Some librarians made notes on their responses that because they were responsible for managing more than one school library, as well as the teaching of library media skills to students in several buildings, they could not participate on any committees.

2F
School committees
on which you serve
(any that apply)

Committee	Percent
Curriculum	40
Long Range Planning	32
Chapter II	8
Staff Development	7
Personnel	2
Other (Specify)	
	26

Service on Curriculum Committee/Service on Other Committees

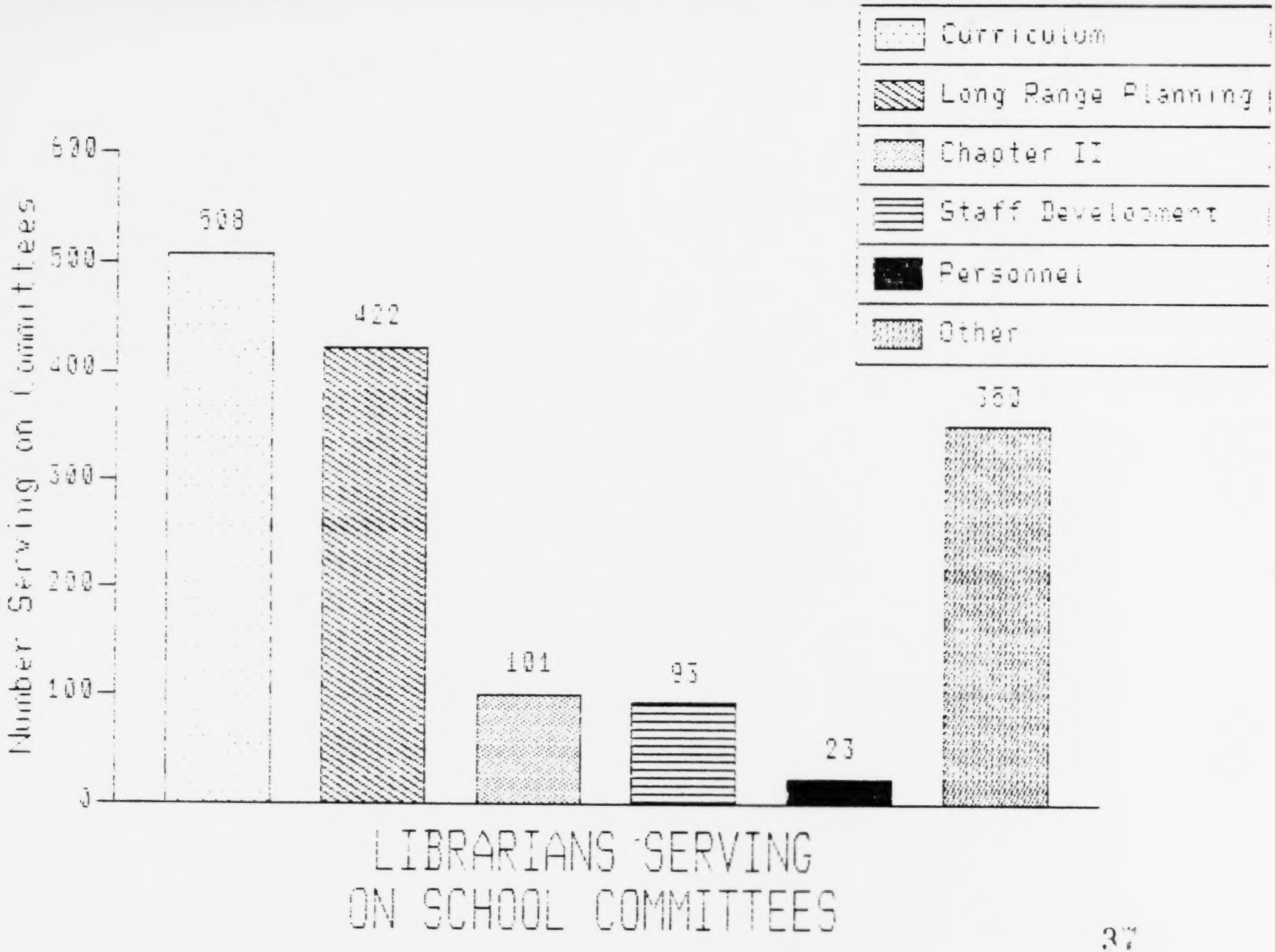
Other Committees	Serve on Curriculum Committee N = 505	Not on Curriculum Committee N = 824
Long Range Planning	238 = 47%	184 = 22%
Chapter II	62 = 12%	39 = 5%
Staff Development	62 = 12%	31 = 4%
Personnel	17 = 3%	6 = 1%
Other	99 = 19%	200 = 24%

These statistics indicate that those librarians who serve on the curriculum committee are more likely to serve on other committees than librarians who do not participate on the curriculum committee.

Courses Taken Before and Since 1975/Service on Committees

Committees	Courses Since 1975 N = 888	Courses Before 1975 N = 322
Curriculum	351 = 40%	114 = 36%
Long Range Planning	284 = 32%	103 = 32%
Chapter II	72 = 8%	19 = 6%
Staff Development	70 = 8%	15 = 5%
Personnel	16 = 2%	7 = 2%
Other	217 = 24%	61 = 19%

Statistics indicate that those librarians who have taken a course since 1975 are more likely to serve on committees than those who took their last course before 1975. However, the difference is not as dramatic as found when examining service on the curriculum committee against service on other committees.



LIBRARIANS SERVING
ON SCHOOL COMMITTEES

Aid Ratio Level/Participation on Curriculum and Long Range Planning Committees

Size and Aid Ratio Level	Total N	Curriculum Committee Freq.	Curriculum Committee Percent	Long Range Planning Committee Freq.	Long Range Planning Committee Percent
11 Small Wealthy	48	20	41.7	23	47.9
12 Small Moderate	58	12	20.7	19	32.8
13 Small Poor	104	60	57.7 *	52	50.0 *
21 Medium Wealthy	140	56	40.0	45	32.1
22 Medium Moderate	112	40	35.7	27	24.1
23 Medium Poor	92	48	52.2 *	40	43.5 *
31 Large Wealthy	380	158	41.6 *	92	24.2
32 Large Moderate	279	76	27.2	82	29.4
33 Large Poor	111	35	31.5	39	35.1 *

It is interesting to note that the small and medium poorer schools have a higher percentage of school librarians serving on the curriculum committees than the other schools. Among the large schools, however, the wealthier districts have a higher average serving in this capacity.

Poorer schools, regardless of size, however, have a higher percentage of school librarians serving on the long range planning committees than their wealthier counterparts.

* When examining service on the Curriculum Committee and/or the long range planning committee by years of experience, it was found that those librarians with 10 or more years of experience were more likely to serve on both the curriculum and long range planning committees.

Years Experience	Curriculum Committee	Long Range Planning Committee
N = 787 10 years + experience	39.5	33.2
N = 542 Less than 10 years experience	35.2	29.5

QUESTION 3: When did you last attend a statewide association conference? Check appropriate column under A to indicate time. In the last column, check those for which you received released time.

	No Response	Never attended	A 1 - 3 years ago	4 - 10 years ago	B Received released time
PA School Librarians Association (PSLA)	-	31	45	24	55
PA Learning Resources Assoc. (PLRA)	2	92	3	3	6
PA Library Association (PLA)	2	84	5	10	9
PA Citizens for Better Libraries (PCBL)	4	95	-	1	1
Other (Specify) _____	87	9	4	1	3

QUESTION 4: When did you last attend a national association conference? Check appropriate column under A to indicate time. In the last column, check those for which you received released time.

	No Response	Never attended	A 1 - 3 years ago	4 - 10 years ago	B Received released time
American Library Association (ALA)	1	86	7	6	3
American Assoc. of School Libraries (AASL)	1	97	1	1	1
Assn. for Educational Comm. Tech. (AECT)	2	96	1	1	2
Other (Specify) _____	89	9	1	1	1

69% of the respondents attended a PSLA conference, but 24% of these attended 4 to 10 years ago. Only 55% of the 69% received release time to attend. Recently, PLA and PCBL have included a broader variety of topics at their conferences in an effort to attract school librarians. In future surveys, it will be interesting to examine whether these activities will have encouraged school librarians to attend these functions.

Many schools have cut back on providing release time for such activities for all of their professionals. Some librarians made notes on their responses that they could only attend evening or Saturday sessions since they were unable to get permission to get release time to participate in a conference. Attendance at national conferences appears to be even more difficult for school librarians.

ATTENDANCE AT PSLA CONFERENCES AND COMPUTER LITERACY WORKSHOPS BY AID AND ENROLLMENT LEVELS

Cell		Number in Cell	Conference - PSLA 1-3 yrs. ago N	%	4-10 yrs. ago N	%	Workshop Computer Literacy F	%
11	Small Wealthy	48	17	35.4	17	35.4	24	50.0
12	Small Moderate	58	23	39.7	15	25.9	36	62.1
13	Small Poor	104	45	43.3	29	27.9	65	62.5
21	Medium Wealthy	140	74	52.9 *	36	25.7	94	67.1
22	Medium Moderate	112	51	45.5	24	21.4	82	73.2
23	Medium Poor	92	29	31.5	25	27.2	47	51.1
31	Large Wealthy	380	199	52.4 *	80	21.1	261	68.7
32	Large Moderate	279	112	40.1	68	24.4	158	56.6
33	Large Poor	111	51	45.9	24	21.6	72	64.7

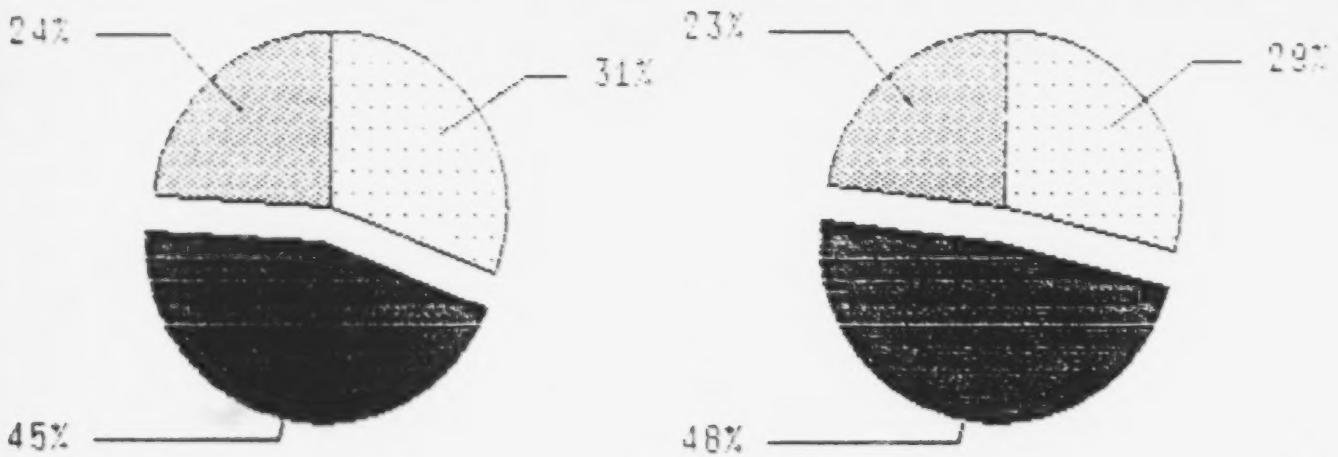
* This chart compares attendance at PSLA and computer literacy workshops against the EQA cells. All schools, regardless of size or aid ratio level, demonstrated a high interest in librarian participation in microcomputer workshops. However, the highest average for PSLA conference participation came from moderate and large school districts with a low aid ratio level.

ATTENDANCE AT STATE AND NATIONAL CONFERENCES/YEARS OF EXPERIENCE

YEARS OF EXPERIENCE	1-3 YEARS AGO	4-10 YEARS AGO	NEVER	REC'D. RELEASE TIME	1-3 YEARS AGO	4-10 YEARS AGO	NEVER	REC'D. RELEASE TIME	1-3 YEARS AGO	4-10 YEARS AGO	NEVER	
10 Years or More	46.8	31.8	21.4	64.7	8.5	8.3	82.2	4.2	1.8	1.4	95.0	**1.7**
Less Than 10 Years	42.8	12.7	43.9	40.6	5.4	3.0	91.5	1.5	.2	.7	99.1	**.2**

This chart compares attendance at the state conference of PSLA and the National Conferences of ALA and AASL against years of experience as a school librarian. The most significant findings were that 43.9% of the librarians with less than 10 years of experience have never attended the state PSLA conference and that librarians with more than 10 years of experience are more likely to receive release time to attend such functions than those with less experience.

ATTENDANCE AT PSLA BY:
ALL LIBRARIANS/
LIBRARIANS SERVING ON CURRICULUM COMMITTEES



QUESTOIN 5: What workshops have you attended? Who sponsored them? When attended? Please check under A for appropriate sponsor and under B for time.

Workshop Topic	No Response	School Dist.	IU	Coll. or Univ.	PDE	Other (Specify) _____	Within last 2 years	Prior to 1981
Censorship	83	4	4	3	1	5	11	6
Computer Literacy	37	30	16	6	7	3	57	3
Online Bibliographic Searching	85	2	3	6	3	2	12	3
Computers as a Library Management Tool	76	6	6	5	3	4	21	1
Other (Specify) _____	79	3	5	5	3	5	16	5
_____	93	1	2	2	1	2	4	2

As anticipated, a large percentage of the respondents attended workshops dealing with computer literacy and using microcomputers as a management tool. In addition, censorship and bibliographic searching were also topics of high interest. More respondents attended workshops at their local level than other sites.

Workshop Topic	More Than 10 Years Exper. N = 787	Less Than 10 Years Exper. N = 542
Censorship	16.3	17.3
Computer Literacy	61.9	65.5
Online Searching	14.5	16.8
Computer as Mgt. Tool	23.8	23.6

When comparing attendance at workshops by years of experience, those with less than 10 years of experience demonstrated a higher tendency to attend such activities than those librarians with 10 or more years of experience.

QUESTION 6: What types of workshops should the PDE Division of School Library Media Services conduct for school librarians, teachers and administrators? Check any that are needed.

Type of Workshops	Percentage
A. Writing school library media performance objectives	23
B. Developing lesson plans	24
C. Assessing library skills	40
D. Developing individualized library media activities	37
E. Integrating microcomputers with the school library	73
F. Marketing school library media programs	29
G. Making do with what you have (low budget/high demand)	58
H. Collection development/management	37
I. Assessing library programs	37
Other (Specify)	
J. _____	10
K. _____	3

The respondents indicated that the Division of School Library Media Services should conduct workshops dealing with integrating computers with the school library and making do with what you have (low budget, high demand).

Since this survey was taken, the Division has made great strides in assisting schools to integrate online searching into the curriculum and to convert the information about their collections to machine-readable form.

Several workshops were also conducted to help librarians develop planned courses and to write performance objectives and lesson plans. In 1985, a model K-12 library media curriculum was distributed to all librarians to assist them in meeting the Chapter 5 Curriculum Regulation requirement for planned courses in all three organizational levels.

18% of the respondents were able to attend sessions conducted by the Department. It is projected that since the time of this survey, another 15-20% have had opportunities to participate in Department of Education sponsored workshops which were designed to assist librarians to develop new skills and stay abreast of technology.

Workshops SLMS Division Should Conduct/ Years of Service

Workshops Needed	10 Years or More Exper. (N = 787)	Less Than 10 Years Exper. (N = 542)
Writing performance objectives	23.3	23.2
Developing lesson plans	22.2	26.0
Assessing library skills	37.2	43.5 *
Developing individualized activities	34.9	40.2
Integrating microcomputers	71.7 **	75.3
Marketing school library programs	26.8	32.1 *
Making do with what you have	57.3 **	59.8
Collection development/management	31.8	44.5 *
Assessing library programs	36.3	44.5 *

* Those librarians with less than 10 years experience expressed a higher need for workshops than those with more experience. The most significant differences were found in "assessing library skills," "marketing school library programs," "collection development/management" and "assessing library programs."

** The topics of greatest interest among both groups, however, is "integrating microcomputers" and "making do with what you have (low budget/high demand)."

Additional Profile Data Regarding Pennsylvania School Librarians

Public School Professional Personnel, 1983-84 is one in a series of publications containing statistical summaries related to basic education, higher education, and vocational education in Pennsylvania. The data contained in this publication reflects 1983-84 figures as well as trends on a variety of selected topics.

This report contains data on salaried personnel only. The reader should keep in mind that information presented by position or assignment deals with people rather than positions. If an employe worked in more than one position or assignment, the person was counted only in the position or assignment in which a majority of his or her time was spent. In cases where the time was divided equally between two or more assignments, the chief school administrator selected one assignment. The data includes only personnel employed on a full-time basis by the school.

Some of the tables which deal with school librarians have been extracted from this publication and included in this study in order to provide a broader profile of the personnel involved in Pennsylvania's school libraries.

DISTRIBUTION OF PROFESSIONAL PERSONNEL BY AVERAGE SALARY, AVERAGE LEVEL OF EDUCATION, AND AVERAGE YEARS OF SERVICE BY POSITION, 1983-84

POSITION	PERSONNEL			AVERAGE SALARY			AVERAGE LEVEL OF EDUCATION			AVERAGE YEARS OF SERVICE		
	TOTAL	MALE	FEMALE	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
Librarian, Elementary	907	52	855	23,931	22,083	22,194	5.81	5.69	5.70	16.48	13.49	13.66
Librarian, Secondary	882	168	714	24,716	22,515	22,945	6.08	5.76	5.82	17.73	14.94	15.47
Librarian K - 12	174	19	155	23,226	22,906	22,943	6.05	5.83	5.86	16.00	14.48	14.64
Total	1,963		1,724									

This chart indicates that although the male librarians account for only 14% of those employed in Pennsylvania in 1983-84, their average salaries were higher. While the level of education was almost equal between the two sexes, the length of service for the males was 3 to 5 years longer than the females. This could account for the differences in the salary levels.

The total number of librarians employed in 1983-84 was 1,963. In 1984-85 this changed to 1,921.

NOTE: Table from Professional Personnel (1983)

DISTRIBUTION OF PROFESSIONAL PERSONNEL BY LEVEL OF EDUCATION BY POSITION, 1983-84

POSITION	TOTAL	NO. COLL-EGE	ONE YEAR COLLEGE	TWO YEARS COLLEGE	THREE YEARS COLLEGE	BACH-ELORS DEGREE	MASTERS DEGREE	MASTERS + 1 YEAR	MASTERS + 2 YEARS	DOCTORS DEGREE	UNKNOWN
Librarian, Elementary	907				6	380	435	59	23	4	
Librarian, Secondary	882	1			1	305	456	87	29	3	
Librarian, K-12	174					58	88	23	5		

This chart indicates that all levels of librarians pursue higher education and little difference is seen between the educational level of the elementary and secondary libraries.

DISTRIBUTION OF PROFESSIONAL PERSONNEL BY TOTAL YEARS OF SERVICE BY POSITION, 1983-84

POSITION	TOTAL	01-05	06-10	11-15	16-20	21-25	26-30	31-35	36-OVER	UNKNOWN
Librarian, Elementary	907	117	204	263	175	87	37	17	7	
Librarian, Secondary	882	76	179	238	177	107	62	30	13	
Librarian, K-12	174	20	31	56	34	15	11	4	3	
Total	1,963	213	414	557	386	209	110	51	23	

This chart indicates that 68% of the employed school librarians in 1983-84 had completed more than 10 years of service.

Note: Tables from Professional Personnel (1983)

DISTRIBUTION OF PROFESSIONAL PERSONNEL BY AGE BY POSITION, 1983-84

POSITION	TOTAL	UNDER 20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-OVER
Librarian, Elementary	907		8	73	185	209	116	64	98	96	45	13
Librarian, Secondary	882		5	38	156	188	120	87	95	99	75	19
Librarian, K-12	174	1	1	9	32	42	22	13	23	22	6	3
Totals	1,963	1	14	120	373	439	258	164	216	217	126	35

As of 1983-84, more than 18% of the librarians employed were 55 years of age or older. In 1984-85, this number increased to 20%. This could have a dramatic effect on the availability of people to fill such a large number of positions over the next few years.

Note: Table from Professional Personnel (1983)

Librarian Employment Picture

In February 1982, Governor Dick Thornburgh issued two documents which impacted school library programs: Recommendations for Relief From Burdensome Mandates and Toward A New Partnership in Public Education. These resulted in the recommendation that the Pennsylvania Department of Education waive the full time elementary librarian requirement for many small districts that demonstrate a commitment to elementary library programs. Basic Education Circular 1-83 was issued on August 12, 1983 to define the words "small" and "demonstrate a commitment to library programs" (See Appendix II). During 1982-83, 16 waiver requests were received, eight were granted, eight were denied. In 1983-84, ten additional waiver requests were received. Eight of those were granted while two were denied.

An interesting national study on the status of the supply and demand of librarians is the American Library Association's publication Library Human Resources A Study of Supply and Demand which was conducted by King Research, Inc. It states that in 1982, 66,000 school librarians were employed nationwide and approximately 70% had a library degree.

This study also indicated that BLS degrees are becoming fewer. Between 1977 and 1980, BLS degrees decreased by approximately 10%. King Research projected that by 1990, only about 150 BLS degrees will be awarded each year.

In 1982-83 Pennsylvania employed a total of 1,976 school librarians. This decreased to 1,963 during 1983-84 and to 1,921 by 1984-85. However, it is anticipated that during the next few years this number will begin to increase as a result of the Chapter 5 Curriculum Regulations. As of 1984-85 there were 164 school librarians age 61 and older. In addition, there were 95 who were between 59 and 60 years of age. This comes to a potential loss of 269 librarians within the next few years. At the same time, school enrollment at the lower elementary grades is beginning to show an increase.

On the other hand, the 1982 King study projected an excess of 1,000 school librarians by 1990. This was based on an anticipated decline of 1,000 positions during 1982-86. Pennsylvania, however, is currently experiencing a shortage of available trained professional librarians to fill the current openings in schools.

It is projected that elementary enrollments in Pennsylvania schools will increase by 30,000 students by 1990. This increase will occur in grades 1-5. The secondary enrollment, however, is expected to decrease by 109,000 students by the same year. Since the staffing requirements for secondary schools is one librarian for each building, this decrease should not affect employment for secondary school librarians. The staffing requirement for elementary librarians, however, is one per school district. While most schools currently employ more than one elementary librarian, they are not required to do so. Therefore, it will be interesting to see how the projected increase in elementary enrollment, in conjunction with the increased curriculum requirements, will affect the employment of elementary librarians.

Librarian Employment in the United States by Type of Library, with Projections: 1978-1990

Year	Public	College and University	Public School	Non-Public School	Special	Total
			Type of Library			
1978	30,100	19,900	50,600	10,200	15,600	126,400
1979	29,900	20,400	51,100	10,700	17,100	130,000
1980	30,400	20,400	50,600	11,800	17,500	130,700
1981	30,700	20,400	49,200	12,000	17,700	130,000
1982	31,100	21,200	51,600	13,600	18,600	136,100
			Projections			
1983	31,300	23,100	51,500	13,600	19,100	138,600
1984	31,100	22,700	51,200	13,600	19,600	138,200
1985	31,300	22,400	50,400	13,600	20,000	137,900
1986	31,800	22,100	48,500	13,600	20,700	136,700
1987	32,400	21,700	47,600	13,600	21,200	136,500
1988	33,000	21,200	47,400	13,600	22,800	137,000
1989	33,500	20,700	46,800	13,600	22,400	137,000
1990	33,700	20,500	46,800	13,600	22,900	137,500
			Percentage Increases			
1978-1982	3	2	2	33	20	8
1982-1986	2	4	-6	--	12	*
1986-1990	6	-7	-4	--	11	1

* Less than 1 percent.

From NCES/OLLT, Library Human Resources Employer Survey, 1982.
Projections developed by King Research, Inc.

SECTION II: LIBRARY PROGRAMS AND POLICIES

This section deals with questions 8, 9, 10, 11, 15, and 17. Questions concerning policies, resource sharing, AV materials and equipment and cataloging and classifying systems are included.

QUESTION 8: Does written policy exist for the following? Has the school board approved the policy? When was it last approved by the board? Please check for those policy areas where a written policy exists only; then complete columns B and C for those you checked in Column A.

Policy concerning:	N	A Written policy exists	B Board approval? Yes	B No	C Before 1970	C 70 to 1979	C 80 to 84
		---Percentage---					
Materials selection	999	77	58	10	4	23	22
Challenged materials	1,071	72	57	9	2	21	22
Weeding materials	1,517	40	26	10	2	8	12
Duplication of copyrighted materials	1,613	33	20	9	1	5	11
Procedural manual for library operations	1,518	50	23	19	1	7	14

QUESTION 9: Does your collection/selection policy include criteria for the following:

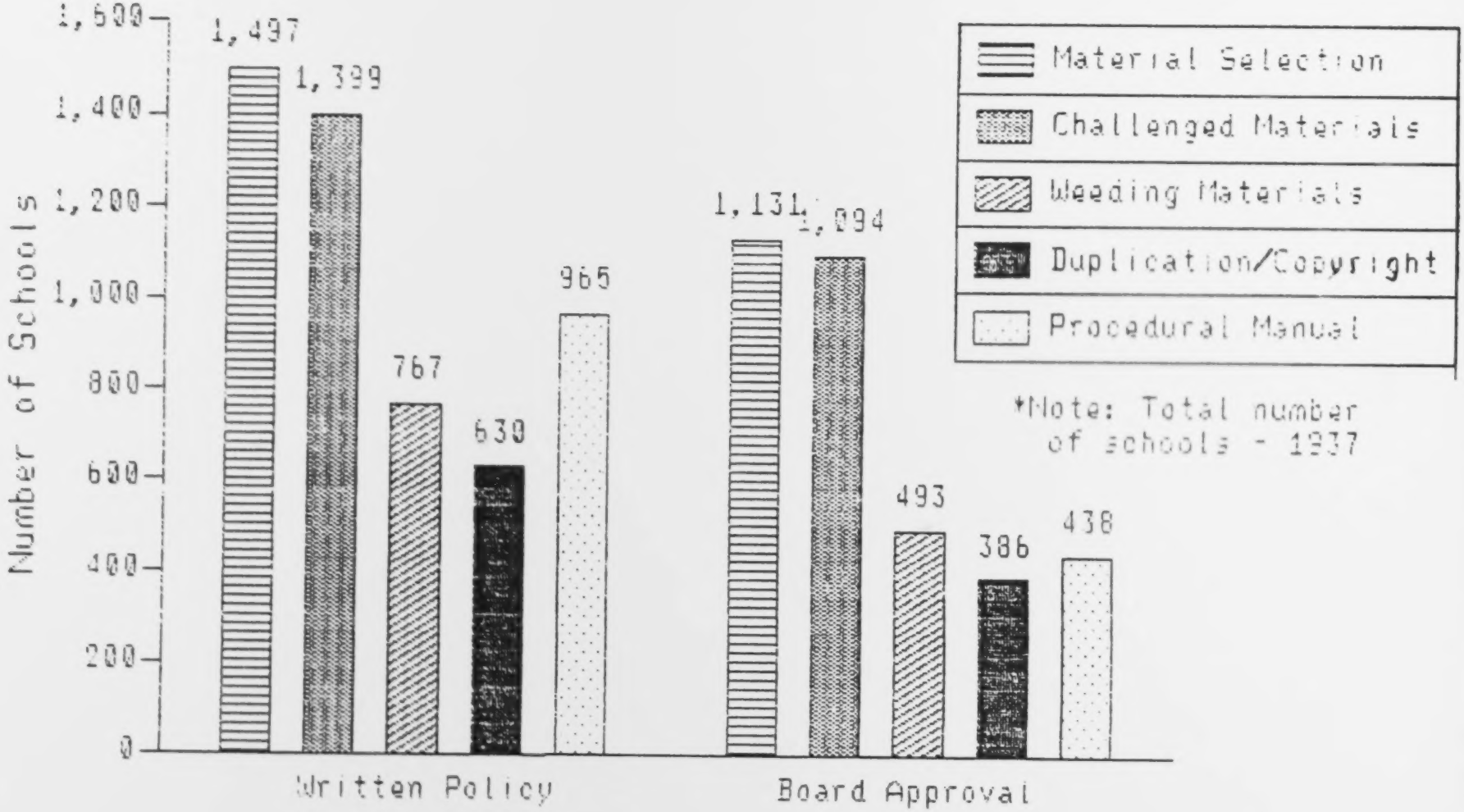
Criteria for:		Yes	No
A. Selection of print materials	A	79	5
B. Selection of nonprint materials	B	65	19
C. Selection of (micro) computer software	C	15	67
D. Selection of textbooks	D	24	59
E. Selection of equipment	E	21	61
F. Weeding	F	43	40
G. Gifts	G	47	36
H. Evaluation	H	49	34
I. Other (Specify) _____	I	4	6

Only 77% of all the participating schools have a selection policy and of these, only 58% have received board approval. This corresponds very closely with the status on policies for challenged materials. This is a suprising finding since the Department issued a Basic Education Circular (BEC) in 1975 to warn schools that problems were developing in several schools regarding these procedures. The guidelines presented at that time also encouraged them to have such policies adopted by the school board. (See Appendix III). This BEC has since been replaced with a memo issued by Elliot L. Shelkrot, State Librarian, dated July 24, 1984 (See Appendix IV).

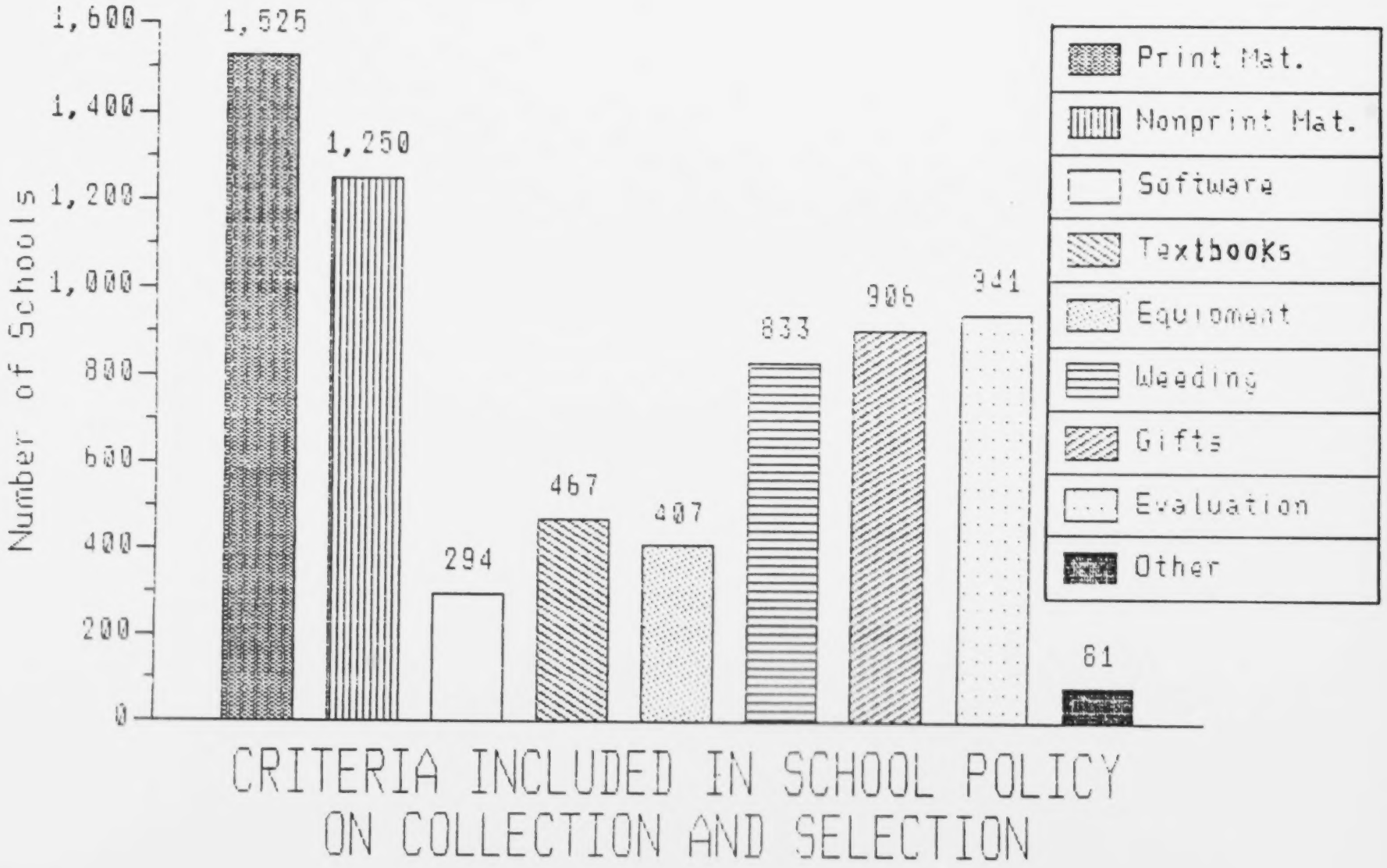
The fact that only 40% have policies regarding weeding seems to indicate that librarians and administrators do not understand the importance of this activity. As schools moved into the retrospective conversion project in 1985, they were required to weed their collections. It is anticipated that as this project grows, weeding will not only occur, but the criteria for this activity will begin to appear in a written format.

Only 33% have written policies regarding the duplication of copyrighted materials. In 1978, BEC 11-78 was issued by the Department and it provided the field with a summary of the Copyright Revision Act of 1976 (P.L. 94-553) as prepared by the editors of School Law News (See Appendix VI). Many schools chose not to issue their own policies and are relying on P.L. 94-553.

Procedural manuals are found in only 50% of the schools responding to the survey. Some schools may be relying on general policy manuals and do not understand the importance of such a manual for the school library program.



WRITTEN POLICIES/ BOARD APPROVAL



CRITERIA INCLUDED IN SCHOOL POLICY
ON COLLECTION AND SELECTION

Written Selection Policies/Board Approval/Aid Ratio Level and Enrollment Size

Cell		Total # in Cell N	Existence of Written Policy F	%	Board Approval F	%
11	Small Wealthy	65	41	63.1%	34	52.3%
12	Small Moderate	81	59	72.8%	41	50.6%
13	Small Poor	156	96	61.5%	74	47.4%
21	Medium Wealthy	179	143	79.9%	115	64.2%
22	Medium Moderate	199	149	74.9%	103	51.8%
23	Medium Poor	157	107	68.2%	66	42.0%
31	Large Wealthy	498	417	83.7%	320	64.3%
32	Large Moderate	401	331	83.5%	250	62.3%
33	Large Poor	188	148	78.7%	123	65.4%
		1,924	1,491	74.03%	1,126	55.59%

When comparing the existence of written board approved selection policies by the EQA cells (aid ratio level and size of enrollment) the data indicate that the larger schools have a higher percentage of board approved written policies.

Written Weeding Policy/Board Approval/Aid Ratio Level and Enrollment Size

Cell		Total # in Cell N	Existence of Written Policy F	Existence of Written Policy %	Board Approval F	Board Approval %
11	Small Wealthy	65	19	29.2%	7	10.8%
12	Small Moderate	81	23	28.4%	13	16.0%
13	Small Poor	156	24	15.4%	14	9.0%
21	Medium Wealthy	179	66	36.9%	41	22.9%
22	Medium Moderate	199	68	34.2%	41	20.6%
23	Medium Poor	157	44	28.0%	21	13.4%
31	Large Wealthy	498	247	49.6%	160	32.1%
32	Large Moderate	401	204	50.9%	139	34.7%
33	Large Poor	188	71	37.8%	56	29.8%
		1,924	766	39.81%	492	25.57%

The data indicate that the larger schools have a higher percentage of board approved weeding policies. The interesting factor in this question is the apparent lack of importance placed on weeding since only 40% of the respondents indicated they had written weeding policies. Other research indicates that a collection which is properly weeded will have higher circulation since the collection will be more responsive to the curricular needs of the students and teachers.

Criteria for Weeding and Textbook Selection/Aid Ratio Level and Size of Enrollment

Cell		N	Weeding F	Weeding %	Textbook Selection F	Textbook Selection %
11	Small Wealthy	65	19	29.2%	11	16.9%
12	Small Moderate	81	33	40.7%*	10	12.3%
13	Small Poor	156	41	26.3%	26	16.7%
21	Medium Wealthy	179	61	34.1%	45	25.1%
22	Medium Moderate	199	78	39.2%*	43	21.6%
23	Medium Poor	157	61	38.9%	30	19.1%
31	Large Wealthy	498	240	48.2%	135	27.1%
32	Large Moderate	401	223	55.6%*	129	32.2%
33	Large Poor	188	75	39.9%	35	18.6%
		1,924	831	43.19% .	464	24.12%

* The existence of written criteria for weeding is highest among the moderate aid group (12, 22, 32). This is very interesting since it is significantly higher than the low or high aid schools.

Criteria for textbook selection appears to be extremely low for most schools. This finding is difficult to accept on the surface. Perhaps some librarians may be unaware of the existence of such policies in their school districts. However, further study needs to be done in this area.

		Yes	No
QUESTION 10:	Are you responsible for the distribution of AV Equipment?	45	54
QUESTION 11:	Are you responsible for the housing of AV materials?	79	20

45% of the respondents were responsible for distribution of AV equipment while 79% housed AV materials. While accessibility to AV equipment and materials should have a positive impact on the library media program, further analysis should be made to determine how distribution of AV equipment impacts on the librarian's time to manage library resources and deliver the library media curriculum.

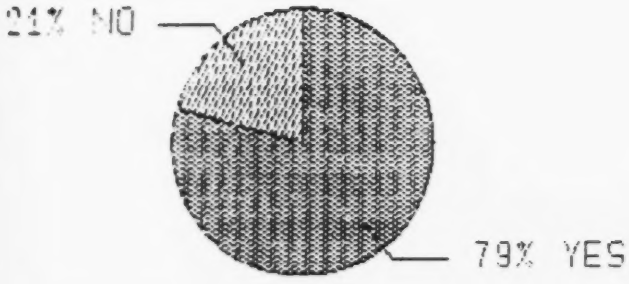
QUESTION 15: Resource Sharing: For the following organizations, check whether you have established formal or informal resource sharing processes, or none. Please use only one check for each organization.

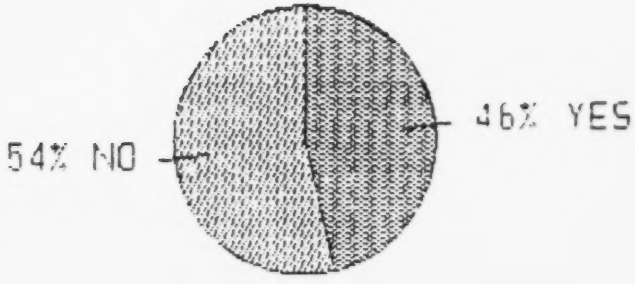
	Organization		None	Formal	Informal
A.	Local Public Library	A	27	13	59
B.	Intermediate Unit	B	27	54	19
C.	Academic Library	C	71	6	22
D.	PDE Resource Center of the School Library Media Division	D	79	8	12
E.	Pennsylvania State Library	E	90	4	6
F.	Private Industry Library	F	95	1	3
G.	Other (Specify) _____	G	11	4	7

It is interesting to note that while only 13% of the respondents indicated they had formal resource sharing processes with public libraries, 59% had informal networks in place. 73% participated in resource sharing with their intermediate units. Much of this sharing was probably in the areas of films, video tapes and other visual media.

It was most encouraging to note that 28% of the school librarians had some type of resource sharing taking place with academic libraries.

AV EQUIPMENT
STORAGE AND DISTRIBUTION





Store OR Distribute

QUESTION 17: What cataloging and classification systems does your library use for print and nonprint resources?

System	For Print Resources	For Nonprint Resources
AACR2	8	6
Sears	88	56
Dewey	98	57
Library of Congress	1	1
Other _____	-	2

Sear's List of Subject Headings and the Dewey Classification system have been the major standards in school libraries. However, 8% indicated that they use the newer rules found in AACR2 for print resources while 6% use AACR2 for nonprint resources.

The conversion to AACR2 is a massive undertaking but allows for more efficient access to the library collection. It will be interesting to see whether exposure to Library of Congress subject headings, which will be found on the statewide database on CD ROM laser disc, will affect library procedures.

SECTION III: LIBRARY MEDIA CURRICULUM AND INSTRUCTION

This section deals with questions 7, 12, 13 and 14 of the survey. It covers the responsibilities of school librarians and the status of school library procedures and policies.

It is important to remember that this survey was conducted before the Chapter 5 Curriculum Regulations were revised. As of September 1986, schools in Pennsylvania will be required to implement 30 hour planned courses on all three levels, (1) elementary, (2) junior-middle and (3) senior high. Prior to this date, schools were required to have a "library media program," but no requirement of hours was attached (See Appendix I and Appendix VII).

Governor Thornburgh's programs, Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools and Access PENNSYLVANIA: An Agenda for Knowledge and Information Through Libraries, have brought about a greater awareness of the need for improving access to information which supports the teaching/learning process. Therefore, it is important that the library media curriculum be analyzed again after the new Chapter 5 regulations have been in effect for a year or two.

QUESTION 7: Since the beginning of the 83-84 school year, what percentage of your time have you spent on the following activities? Percent estimates must total 100.

		Overall Average Percentage of Time				
		0-20	21-40	41-60	61-80	81-100
A.	Library management activities such as personnel, planning, promotion, original cataloging.	69	25	4	2	--
B.	Formal library program or skills instruction.	31	21	24	19	5
C.	Meeting with faculty about program and instruction.	98	2	--	--	--
D.	Informal time spent with students in individualized instruction.	69	21	10	--	--
E.	Clerical support activities such as typing, filing, and shelving.	74	20	4	1	1

69% of the respondents indicated that they spent 20% or less of their time in performing library management activities and 74% stated that they spent 20% or less of their time performing clerical duties.

As far as the instructional program is concerned, 48% spent more than 41% of their time in formal skills instruction while only 10% spent this much time in assisting students in individualized instruction.

Average Time Allocation by Schools

	K-7 Elementary	7-12 Secondary	K-12 Combined	Overall
Number in group	1,380	512	31	1,923
A. Management	18%	24%	14	18%
B. Formal instruction	51% *	18%	43	41%
C. Faculty conferences	7%	9%	8	7%

D.	Individual instruction	14%	33% *	20	18%
E.	Clerical	16%	20%	23	16%

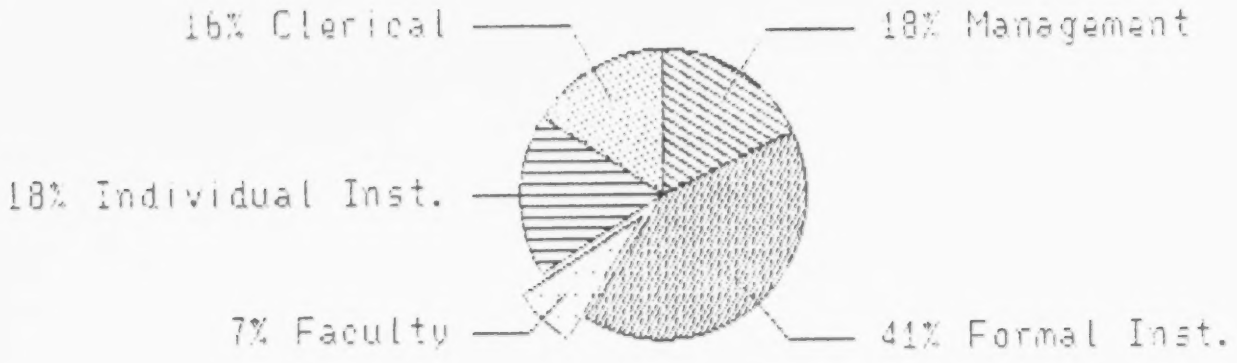
* This chart indicates that elementary librarians spend 51% of their time in formal instruction and 14% on individual instruction. Secondary librarians spend 33% of their time working with students on individualized instruction and 18% on formal instruction. It will be interesting to analyze the response to this question some time after September 1986 when the new Chapter 5 Curriculum Regulations go into effect.

Average Time Allocation By EQA Cells

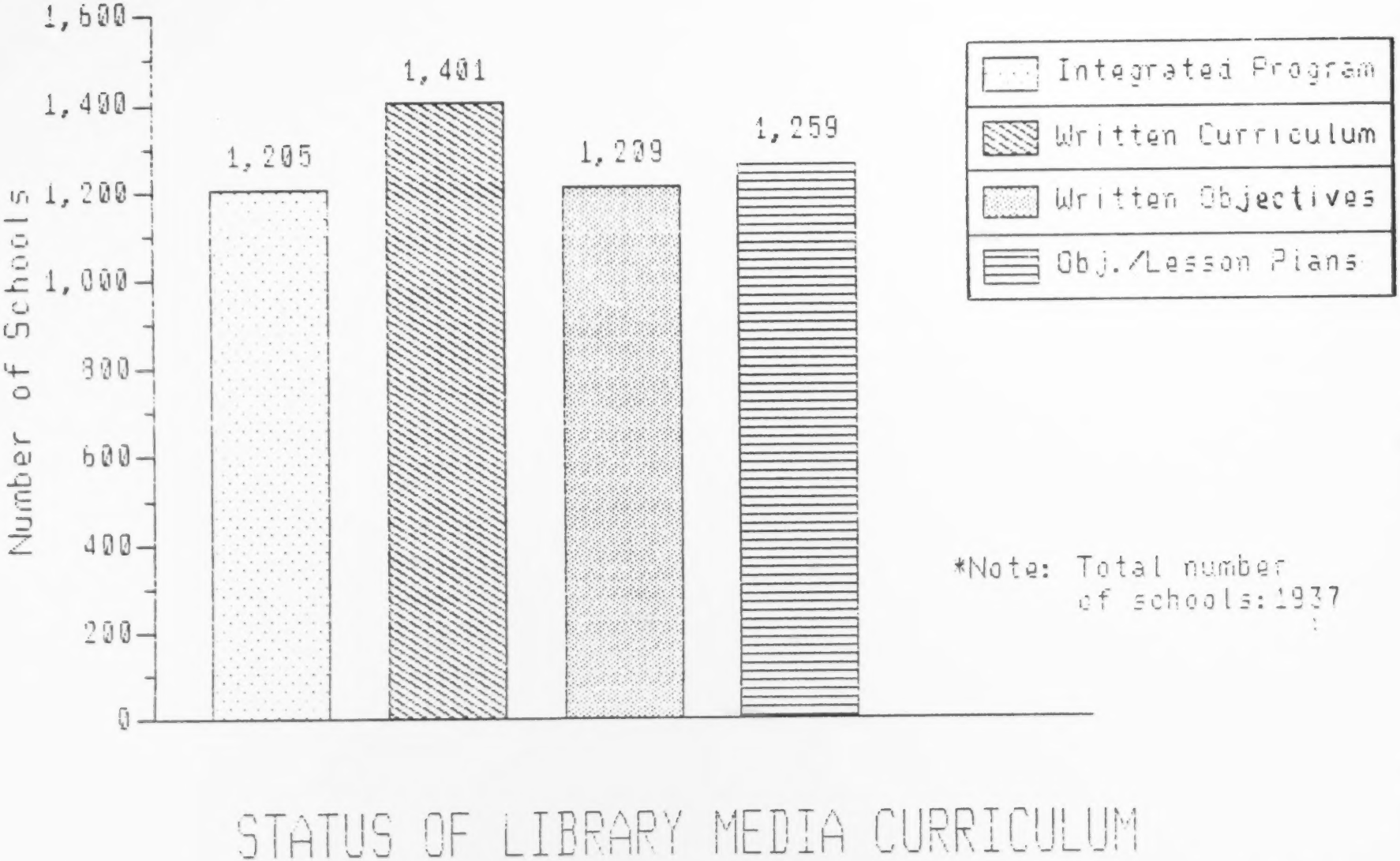
		A	B	C	D	E
11	Small Wealthy	18	39	7	23	13
12	Small Moderate	19	37	7	18	19
13	Small Poor	18	40	6	17	19
21	Medium Wealthy	18	37	7	21*	15
22	Medium Moderate	19	43	6	16	16
23	Medium Poor	17	43	6	17	17
31	Large Wealthy	20*	41	8	19*	12
32	Large Moderate	16	43	7	17	17
33	Large Poor	18	35*	6	18	23*

* Larger more wealthy school districts spend more time on library management than other schools. But the medium sized, more wealthy schools and the large poorer schools spend less time in formal instruction. The wealthy schools, regardless of size, spend more time on individual instruction. The large poorer schools spend more time on clerical activities than the other schools.

TIME ALLOCATION FOR VARIOUS LIBRARY ACTIVITIES



Time Allocation



STATUS OF LIBRARY MEDIA CURRICULUM

QUESTION 12: Are you responsible for teaching library media skills?

Yes = 92%
No = 8%

		Yes	No
A.	Is the program integrated with classroom curriculum?	60	40
B.	Is a written curriculum of library media programs available?	72	27
C.	Are written performance objectives available?	62	37
D.	Are performance objectives integrated into lesson plans?	65	34

While 92% of the respondents indicated that they were responsible for teaching library media skills, only 60% indicated that these skills were integrated in the classroom. In question 7, the respondents indicated that only 7% of their time was spent in meeting with the faculty about program and, instruction. This would average out to about 21 to 25 minutes per day. This may account for why the 32% of those who are responsible for teaching library media skills do not have their curriculum integrated.

72% have a written curriculum while only 62% have written objectives. This written curriculum, however, may not meet all the requirements of the 1986 Chapter 5 Regulations which specifies that written planned courses must be available which contain (1) learning objectives, (2) content and instructional time, (3) expected levels of achievement and, (4) procedures for evaluation. Therefore,these percentages should increase as schools integrate the new Chapter 5 regulations.

		Yes	No
QUESTION 13:	Have you referred to the scope and sequence chart found in Chapter II of the 1983 Pennsylvania Guidelines for School Library Media Programs?	68	31

At the time of this survey, a surprising 31% had not looked at the scope and sequence of skills in this document. Since that time, however, a model of K-12 library media skills written in the planned course format, has been disseminated to the field. It is anticipated that this will encourage librarians to revise their curriculum as they deal with the new regulations.

Library Media Skills Curriculum Analysis

The committee which developed the survey form had a difficult time in narrowing down the list of library media skills to be analyzed. The 26 skills included in the survey represent skills which were either considered as "core" competencies or those which were emerging skills as a result of the impact of technology on school library media programs.

QUESTION 14: Does your school library media curriculum include instruction in the following skills? If yes, is the skill level evaluated? If no, do you think it should be included?

That is:
If your curriculum includes the skill and it is evaluated, check Column A-1.
If your curriculum includes the skill and it isn't evaluated, check Column A-2.
If you don't include that skill, but think it should be included, check Column B-3.
If you don't include that skill and think it should not be included, check Column B-4.

Library Media Skills Curriculum by Five Different Response Groups

These responses were analyzed by the following groups:

(a)	Overall Response Average	n = 1,339
(b)	Librarians who attended PSLA in the last 1-3 years and serve on the curriculum committee.	n = 240
(c)	Librarians who attended PSLA in the last 1-3 years but do not serve on the curriculum committee.	n = 599
(d)	Librarians who took their last college course before 1979.	n = 514
(e)	Librarians who took their last college course in 1979 or later.	n = 689

	Skill		A Included now in curriculum. Is skill level evaluated? Yes	A No	B Not now included in curriculum. Should it be included? Yes	B No
			Percentage			
A.	Reading fiction and non-fiction for leisure.	(a)	39	45	8	8
		(b)	43	43	7	7
		(c)	40	41	10	9
		(d)	42	41	9	8
		(e)	40	42	9	9
B.	Selecting and evaluating resources.	(a)	40	32	16	11
		(b)	50	28	10	12
		(c)	44	27	16	13
		(d)	43	31	16	10
		(e)	43	30	17	10
C.	Interpreting information.	(a)	45	27	15	11
		(b)	53	28	10	9
		(c)	47	28	13	12
		(d)	47	28	15	10
		(e)	48	27	15	10
D.	Organizing and summarizing information.	(a)	46	23	16	14
		(b)	59	22	9	10
		(c)	51	21	13	15
		(d)	50	21	15	14
		(e)	49	24	14	13
E.	Organizing and writing reports and term papers.	(a)	46	21	14	18
		(b)	57	20	9	14
		(c)	50	19	13	17
		(d)	51	17	14	18
		(e)	50	20	13	17
F.	Using the card catalog.	(a)	79	16	3	2
		(b)	83	14	1	2
		(c)	77	17	2	4
		(d)	77	18	2	3
		(e)	78	16	3	3
G.	Using general reference sources.	(a)	75	20	3	2
		(b)	77	20	1	2
		(c)	74	20	3	3
		(d)	74	22	2	2
		(e)	75	18	4	3

H.	Using specialized reference materials.	(a)	66	22	5	6
		(b)	74	22	1	3
		(c)	69	23	4	4
		(d)	69	23	5	3
		(e)	69	21	6	4
I.	Using literature about various societies and cultures.	(a)	31	32	17	20
		(b)	35	32	15	18
		(c)	33	28	17	22
		(d)	32	29	18	21
		(e)	34	30	16	20
J.	Using career information materials.	(a)	27	28	19	25
		(b)	33	31	11	25
		(c)	30	27	17	26
		(d)	34	27	17	22
		(e)	30	29	18	23
K.	Using and analyzing biographies.	(a)	48	30	12	10
		(b)	51	32	7	10
		(c)	48	29	13	10
		(d)	48	26	15	11
		(e)	48	29	13	10
L.	Preparing bibliographies for print and/or nonprint materials.	(a)	39	22	18	19
		(b)	51	21	12	16
		(c)	46	20	16	18
		(d)	44	23	16	17
		(e)	42	22	19	17
M.	Selecting materials according to a classified system.	(a)	60	21	9	9
		(b)	68	21	5	6
		(c)	61	22	8	9
		(d)	59	23	10	8
		(e)	60	22	9	9
N.	Critiquing materials.	(a)	22	22	25	30
		(b)	25	25	21	29
		(c)	23	21	25	31
		(d)	24	25	24	27
		(e)	23	21	28	28
O.	Interpreting graphs, charts, and pictures.	(a)	27	21	25	27
		(b)	35	19	21	25
		(c)	29	19	25	27
		(d)	29	22	23	26
		(e)	28	20	26	26
P.	Identifying the bias in materials.	(a)	15	20	35	29
		(b)	17	24	33	26
		(c)	14	21	37	28
		(d)	17	23	34	26
		(e)	15	20	39	26

Q.	Applying problem solving skills to library-related assignments.	(a)	36	29	23	10
		(b)	44	28	21	7
		(c)	38	28	24	10
		(d)	38	30	22	10
		(e)	37	28	25	10
R.	Developing appreciation for lifelong library usage.	(a)	41	43	12	4
		(b)	44	40	12	4
		(c)	39	40	16	5
		(d)	42	44	11	3
		(e)	37	43	15	5
S.	Using community resources.	(a)	20	31	32	16
		(b)	29	35	26	10
		(c)	21	31	33	15
		(d)	23	22	28	17
		(e)	19	33	37	11
T.	Producing nonprint materials.	(a)	10	18	33	38
		(b)	21	20	29	30
		(c)	15	16	44	35
		(d)	12	18	31	39
		(e)	13	18	37	33
U.	Producing video programs.	(a)	8	18	32	41
		(b)	15	20	29	36
		(c)	11	17	33	39
		(d)	11	17	30	42
		(e)	8	18	35	39
V.	Proper procedures for using hardware and appropriate software.	(a)	24	24	35	17
		(b)	36	28	27	9
		(c)	29	24	33	14
		(d)	24	25	32	19
		(e)	25	26	37	12
W.	Using computer for information retrieval.	(a)	7	13	58	21
		(b)	10	14	63	13
		(c)	9	12	61	18
		(d)	8	13	59	20
		(e)	8	12	62	18
X.	Using computer for solving problems.	(a)	9	14	51	25
		(b)	14	14	54	18
		(c)	10	12	51	27
		(d)	9	14	51	26
		(e)	9	13	54	24
Y.	Using computer to develop library media skills.	(a)	6	12	65	17
		(b)	10	11	67	12
		(c)	6	11	67	16
		(d)	4	13	64	19
		(e)	6	12	68	14

Z. Using computer for electronic mail.	(a)	1	11	33	54
	(b)	2	11	35	52
	(c)	2	9	35	54
	(d)	2	12	32	54
	(e)	2	10	35	53

The preceding chart indicates that in almost every skill, Group (b) Attended PSLA last 1-3 years and serves on the curriculum committee, had a higher percentage of including and evaluating each library media skill.

When examining Group (d), Took last college course before 1975, and Group (e), Took last college course in 1979 or later, no significant differences are found except in Skill (R), Developing appreciation for lifelong library usage, and Skill (S), Using community resources. In Skill (R), those who took their last college course before 1979, had a higher percentage of including and evaluating the skill of developing appreciation for lifelong library usage. However, the two groups were similar in percentage of including, but not evaluating this skill. Skill (S), Using community resources, 52% of those who took a college course in 1979 or later included that skill. Only 49% of those who took their last college course before 1979 indicated that they included using community resources in their school library media curriculum.

Some of the more significant findings involve skills (P), (R), (S), (T), (U), (V), (W), (X), (Y) and (Z).

Skill (P), Identifying the bias in materials, is only included in 35% of the curriculum of the schools who responded to the survey. And, an amazing 29% felt that it should not be included. This, in spite of all the strides made in Civil Rights and Affirmative Action issues, is a startling finding. The response to this skill, however, needs to be analyzed further to determine why librarians feel as they do about helping students identify bias in materials.

Skill (S), Using community resources, and Skill (R), Developing appreciation for lifelong learning usage, contain interesting responses. A resounding 84% of the respondents indicated that Skill (R) was included in the library media curriculum. But only 51% indicated that they include Skill (S), Using community resources, in the curriculum. It is difficult to imagine how students can develop such an appreciation without some exposure to using various resources in the community. This question deserves further study to determine what forces are preventing librarians from including Skill (S) in their curriculum.

The responses to Skill (T), Producing nonprint materials, and Skill (U), Producing video programs, indicate that most school librarians are not including these in their curriculum. Only 28% of the respondents indicated that students produce nonprint materials and 26% include the production of video programs. However, some schools have media production departments which handle this activity and, therefore, these skills may not be considered part of the library media curriculum.

48% of the librarians indicated that Skill (V), Proper procedures for using appropriate hardware and software, is part of their curriculum. However, an additional 35% felt that it should be included. It is felt that a lack of hardware in school libraries may be contributing to this skill not being part of the library media program.

At the time of this survey, only 20% of the respondents included Skill (W), Using the computer as an information retrieval tool. However, 58% felt that it should be part of the curriculum. It is anticipated that many more librarians are now including this skill since the LIN-TEL network is now in its third year. LIN-TEL is an electronic network of 120 sites which provides access to electronic online databases. In addition, in 1985, PENNSYLVANIA ONLINE: A Curriculum Guide for School Library Media Centers, was published by the School Library Media Services Division. This document was designed to assist school librarians integrate online searching into the curriculum. In September 1986, the first CD-ROM laser disc containing information about the library collections of over 90 school and public libraries, will be available. It is anticipated that as more schools get involved in converting their library records to a machine-readable form, and the CD-ROM discs become more available, many school librarians will include this skill in their curriculum.

Skill (X), Using the computer to solve problems, and Skill (Y), Using the computer to develop library media skills, are not currently part of many school library media programs. However, a large percentage of the respondents felt that these skills should be included.

Using the computer for electronic mail, skill (Z), is the skill which is found in the least school library media programs. Over 50% of the respondents indicated that this skill should not be included. It will be interesting to examine this question in the future, particularly if students get involved in making electronic interlibrary loan requests as a result of the new statewide database on CD-ROM laser disc.

Library Media Skills Curriculum by Elementary and Secondary School Librarians

(a) Elementary librarians N = 799
(b) Secondary librarians N = 500

	Skill		A Included now in curriculum. Is skill level evaluated? Yes	A No	B Not now included in curriculum. Should it be included? Yes	B No
			Percentage			
A.	Reading fiction and non-fiction for leisure.	(a)	40	49	6	5
		(b)	37	31	16	16
B.	Selecting and evaluating resources.	(a)	39	35	15	11
		(b)	45	25	19	11
C.	Interpreting information.	(a)	44	28	16	12
		(b)	47	26	16	11
D.	Organizing and summarizing information.	(a)	44	25	17	14
		(b)	52	22	14	12
E.	Organizing and writing reports and term papers.	(a)	42	24	14	20
		(b)	58	16	12	14
F.	Using the card catalog.	(a)	83	14	2	1
		(b)	60	20	5	6
G.	Using general reference sources.	(a)	77	19	3	1
		(b)	68	22	4	6
H.	Using specialized reference materials.	(a)	66	22	5	7
		(b)	67	21	7	5
I.	Using literature about various societies and cultures.	(a)	28	35	17	20
		(b)	39	24	17	20
J.	Using career information materials.	(a)	21	29	21	29
		(b)	45	27	14	14
K.	Using and analyzing biographies.	(a)	50	33	9	8
		(b)	42	24	19	15
L.	Preparing bibliographies for print and/or nonprint materials.	(a)	36	23	19	22
		(b)	50	21	15	14

M.	Selecting materials according to a classified system.	(a)	64	21	7	8
		(b)	51	23	13	13
N.	Critiquing materials.	(a)	21	24	23	32
		(b)	27	19	30	24
O.	Interpreting graphs, charts, and pictures.	(a)	27	22	24	27
		(b)	25	18	29	28
P.	Identifying the bias in materials.	(a)	13	21	33	33
		(b)	20	19	40	21
Q.	Applying problem solving skills to library-related assignments.	(a)	37	31	22	10
		(b)	34	25	29	12
R.	Developing appreciation for lifelong library usage.	(a)	44	45	9	2
		(b)	36	36	21	7
S.	Using community resources.	(a)	18	33	30	19
		(b)	23	29	36	12
T.	Producing nonprint materials.	(a)	9	19	31	41
		(b)	14	14	40	32
U.	Producing video programs.	(a)	6	19	31	44
		(b)	12	17	35	36
V.	Proper procedures for using hardware and appropriate software.	(a)	24	24	34	18
		(b)	23	23	38	16
W.	Using computer for information retrieval.	(a)	7	13	56	24
		(b)	9	14	62	15
X.	Using computer for solving problems.	(a)	8	15	51	26
		(b)	11	13	51	25
Y.	Using computer to develop library media skills.	(a)	6	13	65	16
		(b)	6	11	65	19
Z.	Using computer for electronic mail.	(a)	1	11	32	56
		(b)	2	12	37	49

The preceding chart compares the responses made by elementary and secondary librarians regarding library media skills which are part of their curriculum.

Some of the differences found appear to be logical since most research assignments will be found on the secondary level. For instance Skill (D), Organizing and summarizing information, is included in 69% of the elementary programs and 74% on the secondary level. Skill (E), Organizing and writing reports and term papers, was included in 68% of the elementary programs and 74% on the secondary level.

As anticipated, Skill (F), Using the card catalog, had high percentage rates on both levels; elementary 97% and 89% on the secondary level.

Response to Skill (J), Using career information materials, indicated that 50% of the elementary librarians include this skill in their programs but on the secondary level this jumps to 72%. But, a surprising 29% of the elementary librarians and 14% of the secondary librarians indicate that this skill should not be part of the school library curriculum.

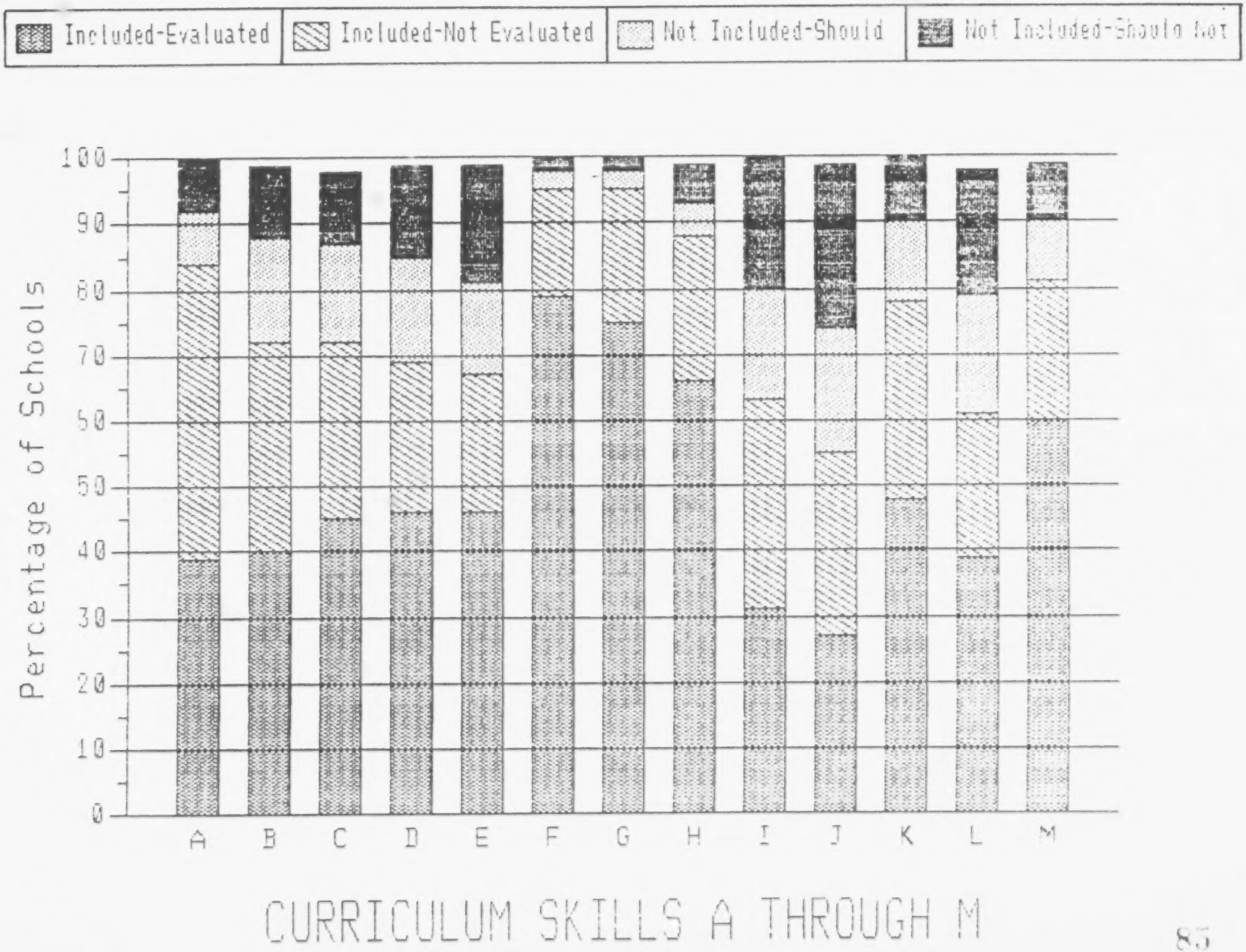
Preparing bibliographies for print and/or nonprint materials, Skill (L), is included in 59% of the elementary programs and 71% at the secondary level.

While Skill (N), Critiquing materials, was rated at 45% in the elementary level and 46% at the secondary level, a surprising percentage of both groups felt that this skill should not be included.

Identifying the bias in materials, Skill (P), received an interesting response. 33% of the elementary librarians and 21% of the secondary responses indicated that this skill should not be included in the curriculum. As stated previously, further investigation should be done to determine why such a large percentage of the school librarians feel this way.

Once again, Skill (R), Developing appreciation for lifelong library usage and Skill (S), Using community resources, seem to have conflicting responses. While a large majority indicate that they do include Skill (R), a large majority do not include Skill (S). It is hard to imagine how an appreciation for lifelong library usage can be fostered without integrating using community resources in searching for information. However, further study needs to be done to determine whether other forces are influencing this response.

Using microcomputers in the library was ranked as needed by a large percentage of both elementary and secondary librarians. As Governor Thornburgh's agenda for libraries, ACCESS PENNSYLVANIA, gets underway, technology will greatly impact on the services school libraries will be able to provide. It will be interesting to examine this question after ACCESS PENNSYLVANIA has been in place for two or three years.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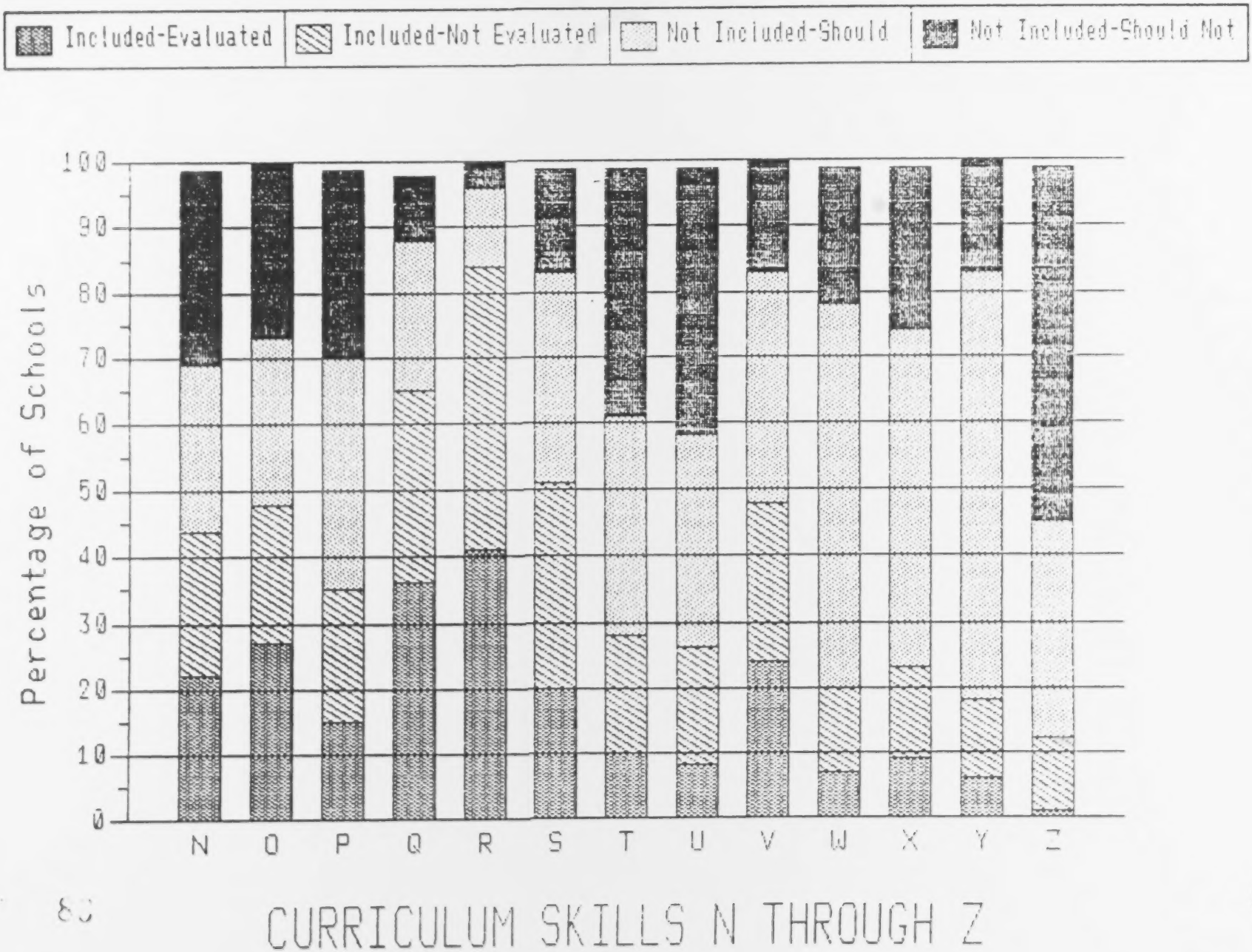
CURRICULUM SKILLS A THROUGH M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CURRICULUM SKILLS N THROUGH Z

Librarians Who Indicated That Skill (R), Developing Appreciation for Lifelong Library Usage, Should NOT Be Included in the Curriculum by:

A. Should NOT Include Skill (S), Using community resources, in the school library media curriculum.

B. Currently do NOT have resource sharing activities with public libraries.

	Wealthy		Moderate		Poor	
	A	B	A	B	A	B
Small Enrollment	80*	80*	43	86*	83*	50
Medium Enrollment	53	53	50*	50	20	20
Large Enrollment	42	79	38	81	50	70*

N = 68

* The smaller schools appear to depend on community resources to a lesser degree than larger schools. One surprising statistic was that only 30% of the large enrollment schools who receive high aid (poorer school districts) share resources with public libraries.

SECTION IV: LIBRARY RESOURCES

This section deals with survey questions 16, 18, 19 and 20.

QUESTION 16: Your collection:

A. What is the size of your book collection? Please check one. Up to 5,000 - 23 5,001 to 10,000 - 42 Over 10,000 - 34

B. How many periodical titles do you maintain? Check one. 0 to 5 - 9 6 to 10 - 22 11 to 50 - 48 Over 50 - 20

C. Approximate daily circulation? 0-50 = 27 51-100 = 30 100-200 = 30 201-500 = 12 Over 500 = 1

Collection Size by Aid Ratio and Enrollment Size

	N	Books (in percentages) Up to 5,000	5,000 to 10,000	Over 10,000
Wealthy	742	10	47	43*
Moderate	681	30	37	33
Poor	501	30	43	26
Large Enrollment	1,087	18	42	39*
Medium Enrollment	535	31	40	29
Small Enrollment	302	25	45	29

* The low aid schools (wealthier districts) had the highest percentage of collections over 10,000 books. When book collections were examined by size of enrollment, as expected, the larger schools had the greatest number of collections of over 10,000 books. An interesting finding is that 18% of the large enrollment schools (more than 3,099 students) have collections of less than 5,000 books! This averages to only 1.6 books per student.

Number of Periodicals by Aid Ratio and Enrollment Size

	N	Periodicals (in percentages) Up to 5	6-10	11-50	Over 50
Wealthy	742	3.6	17.0	55.3*	22.8*
Moderate	681	11.3	24.7	42.4	20.3
Poor	501	14.2	24.6	43.5	15.8
Large Enrollment	1,087	8.2	21.6	48.4	20.6
Medium Enrollment	535	12.1	22.4	43.4	20.4
Small Enrollment	302	7.0	20.5	52.6*	18.5

* The low aid ratio schools (wealthier districts) had the highest percentage of libraries subscribing to 11-50 journals as well as the over 50 category. An interesting finding is that small enrollment size schools, however, had the highest percentage of libraries subscribing to 11-50 journals.

Daily Circulation by Aid Ratio and Enrollment Size

	N	Circulation at the 50% Median	Mean X	Range
Wealthy	742	98	135.82	0-1200
Moderate	681	97	142.14	2-6000
Poor	501	90	114.06	0-700
Large Enrollment	1,087	99	134.27	0-3175
Medium Enrollment	535	94	142.20	2-6000
Small Enrollment	302	89	109.51	5-1400

Average Daily Circulation by EQA Cells

	Wealthy	Moderate	Poor
Small Enrollment	N = 65 111.29	N = 81 111.62	N = 156 94.37
Medium Enrollment	N = 179 141.40*	N = 199 163.20*	N = 157 120.12*
Large Enrollment	N = 498 137.30	N = 401 138.88	N = 188 114.32

* The medium size schools, regardless of aid ratio level, had the highest daily circulation figures. This should be investigated further to determine what other factors could be attributed to this finding.

QUESTION 18: What was your 1983-84 total budget allocation for resources and supplies?

$ 50-1,000 = 14 $1,001-1,500 = 15 $2,001-3,000 = 16
$3,001-4,000 = 12 $4,001-5,000 = 7 $5,001-10,000 = 17
$10,001-20,000 = 5 Over $20,000 = 2

Budget by Aid Ratio and Enrollment Size

	Average	Median	Range
Wealthy	$5,157*	$3,290	$125 - $66,000
Moderate	$3,672	$2,460	$100 - $30,900
Poor	$3,270	$1,996	$ 50 - $79,300
Large Enrollment	$4,315*	$2,400	$100 - $79,300
Medium Enrollment	$4,061	$2,555	$200 - $38,333
Small Enrollment	$3,697	$2,850	$ 50 - $25,002

Average Budgets by EQA Cells

	Wealthy	Moderate	Poor
Small Enrollment	$4,546	$3,966*	$3,172
Medium Enrollment	$5,613*	$3,477	$2,986
Large Enrollment	$5,069	$3,708	$3,599

* Some of the participants expressed concern over this question. Not all librarians knew exactly what was actually being spent on library resources and supplies. The greatest level of support appears to be coming from low aid ratio schools (wealthier districts) with a moderate enrollment. An interesting finding was that some libraries indicated that they received as little as $50 for resources to support the library. This budget question should be examined in greater detail to determine if the findings of this study are valid.

Budget/Daily Circulation/Collection Size and Periodicals by Grade Levels

		Grade Levels K-7 Elementary	7-12 Secondary	K-12 Combined
Budget				
Total population/ Total responses	(A)	1380/1341	512/486	31/30
Average	(B)	$2953	$7300	$2825
Median	(C)	$1992	$5500	$2044
Range	(D)	$50 - $79,300	$200 - $66,000	$500 - $11,000
Daily Circulation				
Total population/ Total responses	(A)	1380/1177	512/444	31/29
Average	(B)	145.30	85.63	299.24
Median	(C)	110	60	115
Range	(D)	0-6000	0-900	40-4200
Collection Size				
Total population/ Total responses	(A)	1380/1358	512 508	31 30
Less than 5,000	(B)	29.6% 409	5.3% 27	19.4% 6
5,000 to 10,000	(C)	47% 648	28.7% 147	48.4% 15
More than 10,000	(D)	21.7% 300	65% 333	29.0% 9
Periodicals				
Total population/ Total responses	(A)	1380 1355	512 510	31 31
Less than 5	(B)	12.2% 169	1.0% 5	3.2% 1
6 to 10	(C)	28.7% 396	1.4% 7	35.5% 11
11 to 50	(D)	52.2% 721	35.4% 151	51.6% 16
More than 50	(E)	4.9% 67	61.9% 317	9.7% 3

This chart indicates that the average budget for a secondary library is more than 2½ times greater than the average budget allocated to elementary libraries. The average daily circulation is much greater in combined K-12 schools than it is in elementary or secondary schools. 65% of the secondary libraries have book collections which are greater than 10,000. In addition, secondary schools subscribe to more periodicals than elementary schools.

In an article entitled "Expenditures for Resources in School Library Media Centers FY 82-83," published in School Library Journal, October 83 (p. 105), the average expenditure for library resources per elementary student was $9.06 and $11.04 per senior high students. It is practically impossible, however, to compare these findings to those in this study since we are not certain what funding sources were included in the responses.

A more realistic way to examine library expenditures in Pennsylvania is to examine the figures reported by schools to the Department of Education by ADM (average daily membership). During 1981-82 schools spent $10.63 per ADM on library expenditures. Of this total, $2.53 came from Title IV-B and $10.03 came from local funding. During 1982-83, the beginning of Chapter II funding, schools spent $9.98 per ADM of which $7.92 came from local funding and $2.06 came from Chapter II. In 1983-84, the expenditure per ADM increased to $10.28 and of this total $8.12 came from local funding while $2.16 came from Chapter II funds.

Library Expenditures Per ADM

	Total ADM	Title IV-B	Local Funds
1981-82	$10.63	$2.53	$8.10
		Chapter II	
1982-83	$9.98	$2.06	$7.92
1983-84	$10.28	$2.16	$8.12

Expenditures 81-82 Compared to Expenditures 83-84 Per ADM

-$ .35	-$ .37	+$ .02

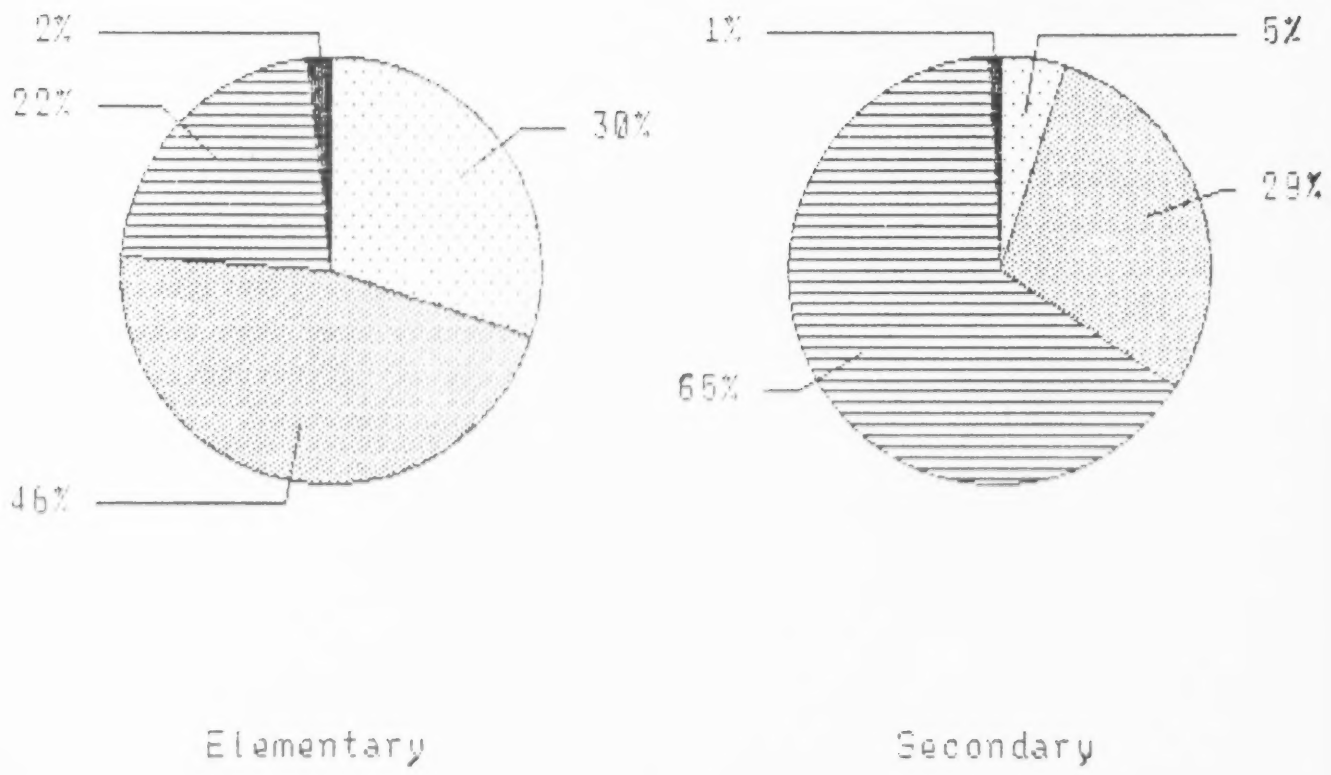
This chart indicates that since 81-82, there has been a decrease in total library expenditures of $.35 per ADM. While less money is being spent out of Chapter II funds than was being spent out of Title IV-B ($2.53 vs 2.16), a decrease of .37 per ADM, $.02 per ADM more is being spent out of local funds to support library expenditures.

The data from School Library Journal, indicates that the average expenditure per pupil for library materials in 82-83 was $10.30. Pennsylvania schools were spending $.32 less per pupil during that time. Since national figures for 83-84 were not available, similar comparisons of expenditures could not be made.

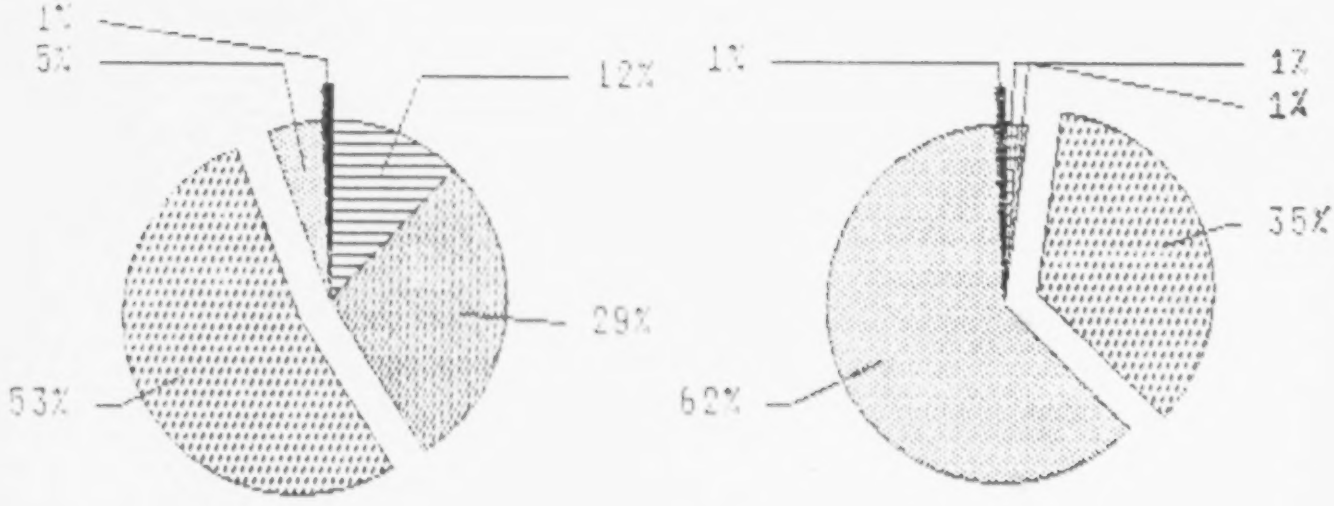
LIBRARY EXPENDITURES PER ADM

		Total	Library Books and Materials	AV Materials	Multi Media	Equipment
1981-82	Title IV-B	$ 7,680,912	----------	$ 4,608,547	----------	$ 2,688,319
1981-82	School District Expenditure	$19,338,669	$11,066,875	$ 7,167,989	$1,103,805	
Includes All Funding per ADM		$10.63*	$6.08*	$3.94*	$ .61*	
	Local	(8.10)				
	Title IV-B	(2.53)				
1982-83	Chapter II	$17,345,104	----------	$ 3,642.019	----------	$ 7,602,476
1982-83	School District Expenditure	$17,625,540	$10,199,742	$ 6,663,604	$ 787,024	
Includes All Funding per ADM		$ 9.98*	$ 5.77*	$ 3.76*	$ .45*	
	Local	(7.92)				
	Chapter II	(2.06)				
1983-84	Chapter II	$17,200,000	----------	$ 3,215,891	----------	$ 8,106,111
1983-84	School District Expenditure	$17,708,088	$10,055,799	$ 6,931,135	$ 721,154	
Includes All Funding per ADM		$10.28*	$ 5.84*	$ 4.02*	$ .42*	
	Local	(8.12)				
	Chapter II	(2.16)				

COLLECTION SIZE



PERIODICALS

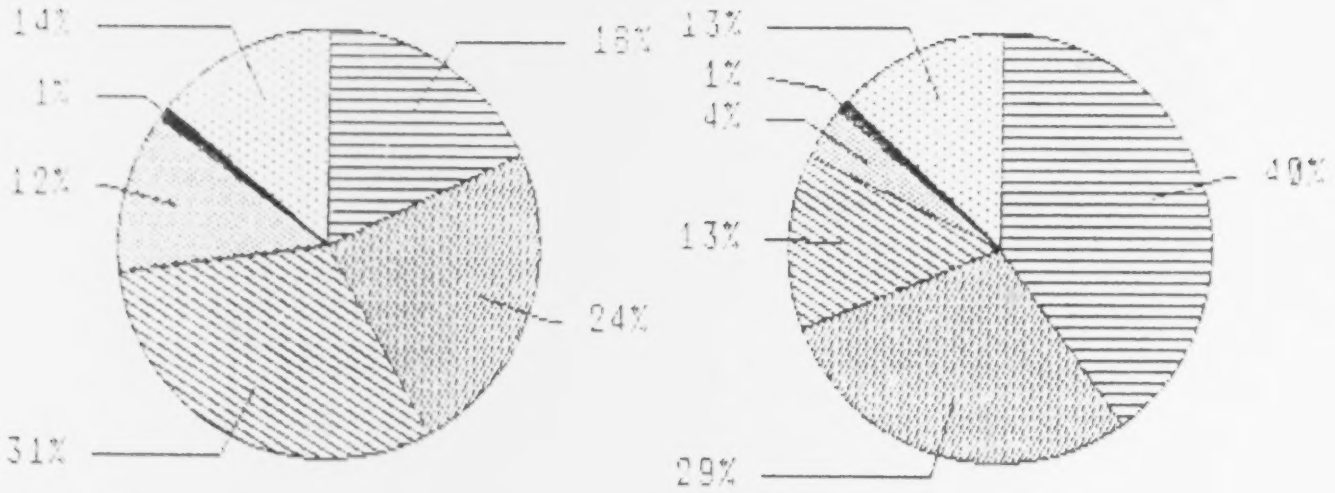


Elementary

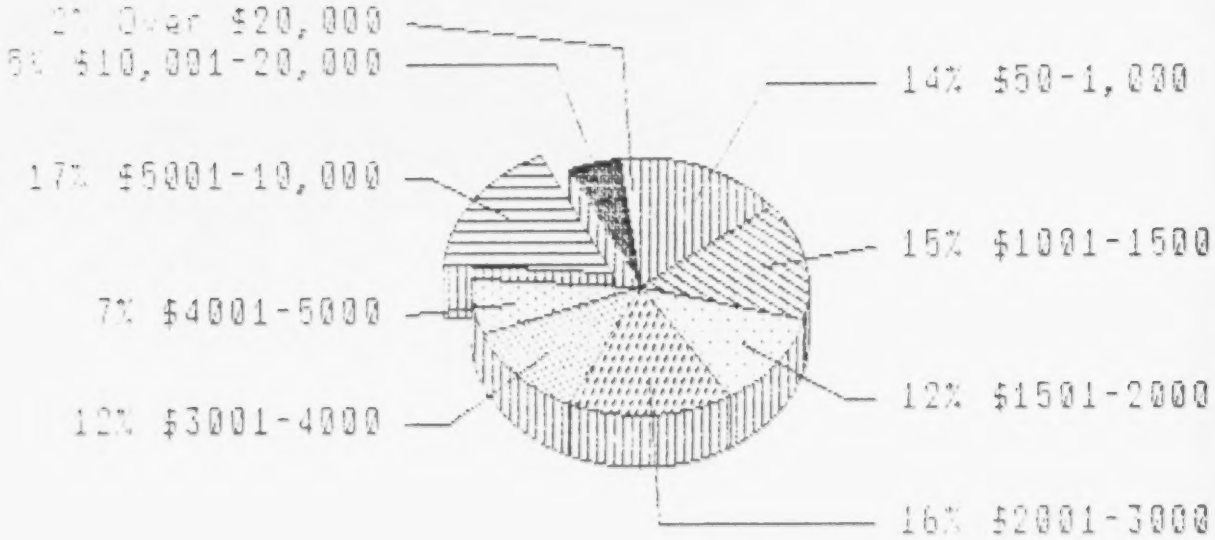
Secondary

0 to 5 | 6 to 10 | 11 to 50 | Over 50 | No Response

DAILY CIRCULATION



TOTAL BUDGET ALLOCATIONS
for RESOURCES AND SUPPLIES



Budget Amounts

QUESTION 19: How many hours is your library open and accessible to all students? (Do not include hours that the library is scheduled for classes if other students may not enter at that time.) Please record number of hours per week in each time slot.

	A During the school year	B During the summer vacation
Daily before school	1=24,2-3=24,4-5=7,6-35=1	Weekdays 1-3,4-8=2,9-37=2
Daily during school	1-10=41,11-20=9,21-30=15,31+=20	Evenings 1-4=0.5
Daily after school	1=19,2-3=16,4-5=8,6-43=2	Weekends (1 school reported 3 hours)
Evenings	1-5=1, 6-30=0.5	
Weekends	(1 school had 2 and 1 had 3 hours.)	

48% of the schools indicated that their libraries were open daily before school from one to three hours. While 35% were open for the same time length after school, only 1½% were open at all during the evening. During the summer, 8% were open daily during the day and ½% had summer evening hours.

There was a great deal of misinterpretation regarding this question. The problem seemed to stem from the words "open and accessible to all students." Therefore, it is recommended that the question of accessibility be examined in greater detail in future studies.

QUESTION 20: List noncurricular uses of your school library media center (e.g., study hall, detention center).

Noncurricular Uses of the Library

Noncurricular Use	Amount
Committee Meeting Room; Clubs	493
Faculty Meetings	335
Study Hall	295
Taking Tests	190
Detention Center	127
Classroom	90
Teas, Receptions and Social Events	71
Music Room	69
Show Films; Assemblies	68
Gifted Student Program Meeting Place	67
School Board Meeting Room	55
Parent-Teacher Conferences	51
Counseling and Guidance Center	49
Remedial Reading Classes	43
Lunchroom and Lounge for Teachers	36
Health Check-ups, Nurse's Station and Classes	34
Student Council Activities and Meetings	30
Tutoring	27
Computer Center	24
Fairs--Book Fair, Science Fair	21
College, Vo-tech, Army Interviews and Meetings	21
Bus Duty--Miss Bus	19
Reading is Fundamental Distribution	17
Student Pictures	17

Adult Education Classes	16
Film and TV Viewing	16
Class Registration (Kindergarten)	15
Faculty Office Area	15
Play Rehearsal	11
Art Gallery and Other Displays	10

Others:

Learning Disability Classes	7
Equipment Storage	7
Homeroom	6
Housing for Students Excused from Gym	5
Blind Student Program	4
Voting	4
Used as a Public Library	3
Legal Hearing; Bloodmobile	2
Summer School	2

It is interesting to note that 335 respondents indicated that their library is used for faculty meetings and, in 55 instances, the library is used to conduct school board meetings. These uses appear to be excellent ways to get the users and the funders of the library program to become more aware of the types of resource available and what is needed to make the collection more responsive to curricular needs. While most of the noncurricular uses are probably beneficial to the program, others are questionable. 127 respondents indicated that their libraries are used for detention purposes. This is disturbing since a great emphasis has been placed on having students view the library as a natural part of classroom learning and an exciting place to be. It is feared that some students will relate their detention experiences with negative feelings and attitudes toward using the library.

APPENDIX I

REGULATIONS OF THE
STATE BOARD OF EDUCATION

CHAPTER 5
CURRICULUM REQUIREMENTS

5.7. Library/Media services.

Each school district shall provide a library/media curriculum which develops information management skills and processes and provides an accessible, centrally housed collection of resources for all students in each school.

(1) Elementary school librarian. Each school district shall employ a full-time, certificated school librarian to provide leadership in the development and implementation of an effective elementary school library/media program.

(2) Secondary school librarian. Each secondary school shall employ a full-time, certificated school librarian to provide leadership in the development and implementation of an effective school library/media program.

APPENDIX II

BEC Basic Education Circular 1-83

SUBJECT: Waiver to Regulation 5.31 (a), 22 Pa. Code Elementary School Librarian

Date issued August 12, 1983

TO: Pennsylvania School Administrators

FROM: Margaret A. Smith
Commissioner for Basic Education

School districts are hereby notified that the Department of Education will receive requests for waiver under special circumstances to the requirements of Section 5.31(a) of 22 Pa. Code which states the following:

> "Elementary school librarian. Each school district shall employ a full-time, certified elementary teacher or school librarian to provide leadership in the development of an effective elementary library program. An individual appointed to this position shall secure certification as an elementary school librarian before September, 1973."

School districts who may wish to request a waiver to 5.31(a) should contact the Office of Inquiry and Approval. Two major areas will be considered when reviewing such requests. The school district must be considered small and secondly proper documentation must be presented when requesting a waiver.

The following criteria will be used when evaluating such waiver requests.

1. The school district must be considered "small" and fall into one of the following categories:

   (a) Less than 400 elementary students
   OR
   (b) Approximately 400 to 500 elementary students and housed in not more than two buildings. Provision must include not less than ½ hour per week librarian/student contact time dedicated to developing library skills.
   OR
   (c) Approximately 500 to 600 elementary students and housed in not more than three buildings. Provision must include not less than ½ hour per week librarian/student contact time dedicated to developing library skills.
   OR
   (d) Approximately 400 to 600 elementary students and/or have unique local circumstances which prevent or inhibit meeting 5.31(A) regulations.

2. The superintendent of the school district is required to submit documentation of the library media skills program which substantiates a commitment to good library media programs. The documentation must include the following:

   a. The scope and sequence of the library media skills.
   b. Staff responsibility for monitoring, implementing, updating and evaluating the program.
   c. The schedule for librarian/student contact time dedicated to developing library media skills.
   d. The schedule for making the collection accessible to the student body.

Please refer any program questions to:

Elliot L. Shelkrot, State Librarian
State Library of Pennsylvania
Box 1601
Harrisburg, PA 17105
Tele: 717/787-2646

Please refer any requests for waivers to:

Office of Inquiry and Approval
Department of Education
Box 911
333 Market Street
Harrisburg, PA 17108
Tele: 717/783-3750

APPENDIX III

BASIC EDUCATION CIRCULAR 27-75

SUBJECT: Materials Selection Policies for School Libraries

TO: Chief School Administrators
Intermediate Unit Executive Directors
School Board Secretaries
Area Vocational-Technical Schools
Diocesan Superintendents
Administrators of Nonpublic Schools

FROM: Donald M. Carroll, Jr.
Commissioner for Basic Education

Problems concerning the selection of books and materials have developed in several school libraries in the Commonwealth. Here are some guidelines to prevent these problems from occurring in your school district:

1. Review your existing book selection policy; modify it, if necessary.

2. Include in the policy a procedure for handling questionable materials.

3. Present it to the school board for readoption.

4. Review your techniques for evaluating the treatment of minorities and sexism in all types of materials.

5. If no policy exists at the time, establish one as soon as possible.

For additional information contact:

Bureau of Curriculum and Instruction
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126
Telephone: (717) 787-7616

1975

APPENDIX IV

July 24, 1984

SUBJECT: Materials Selection Policies
for School Libraries

TO: Chief School Administrators
Intermediate Unit Executive Directors
School Board Secretaries
Area Vocational-Technical Schools
Diocesan Superintendents

FROM: Elliot L. Shelkrot
State Librarian

Problems concerning the selection of books and other materials continue in many school libraries in the Commonwealth. Here are some guidelines to prevent these problems from occurring in your school district and to help you deal with them if they should occur:

1. Review your existing selection policy; this should include the process used to select textbooks, library books, filmstrips, computer software, video tapes, and all other materials used in the instructional program.

2. The policy should include the process used to evaluate the treatment of minorities and sexism in order to support social fairness.

3. A process should be included for handling questionable or challenged materials.

4. This policy should be reviewed and readopted by the School Board in order to keep it up-to-date.

5. This policy should be in place. If no policy exists at this time, one should be established as soon as possible.

For additional information contact:

Doris M. Epler, Director
School Library Media Services Division
Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Telephone: 717-787-6704

APPENDIX V

Commonwealth of Pennsylvania
Pennsylvania Code
Title 22. Education
Chapter 49
Certification of Professional Personnel

INSTRUCTIONAL CERTIFICATES

§49.81 General.

The Department will issue instructional certificates to persons whose primary responsibility is teaching.

§49.82. Instructional I.

(a) The Instructional I Certificate shall be valid for six years of teaching in the area for which it is endorsed. It may be converted to an Instructional II Certificate as provided by §49.83 (relating to Instructional II).

(b) The Instructional I Certificate will be issued to applicants who:

(1) Possess a baccalaureate degree.

(2) Successfully complete a Department-approved teacher certification program.

(3) Present evidence of having passed the Department-prescribed tests under §49.18(a) (relating to testing).

(4) Receive recommendation for certification from a college or university.

§49.83. Instructional II.

The Instructional II Certificate shall be a permanent certificate issued to an applicant who has completed:

(1) A Department-approved induction program.

(2) Three years of satisfactory teaching on an Instructional I Certificate attested to by the chief school administrator of the approved public or nonpublic school entity in which the most recent service of the applicant was performed.

(3) Twenty-four credit hours of collegiate study or in-service courses approved by the Department or both.

SUPERVISORY CERTIFICATES

§49.111. Supervisory I.

(a) The Department will issue Supervisory I Certificates for positions in the schools of the Commonwealth to persons who:

(1) Have completed five years of satisfactory professional experience in the area in which the supervisory certificate is sought.

(2) Have completed an approved graduate program preparing the applicant for the responsibilities of supervising in the specified single program area and of directing the activities of certificated professional employes.

(b) A Supervisory I Certificate for either Curriculum and Instruction or Pupil Personnel Services, valid for three years of provisional service in the specified area, shall be issued to persons who:

(1) Have five years of satisfactory service in the school program area for which the comprehensive certificate is sought.

(2) Have completed an approved graduate program preparing the applicant for the broad area, district-wide supervisory functions specified by the endorsement area of the certificate.

§49.112. Supervisory II.

Supervisory II Certificates shall be permanent certificates issued to applicants who shall have completed three years of satisfactory supervisory experience on a Supervisory I Certificate attested to by the chief school administrator of the approved public or nonpublic school entity in which the most recent service was performed.

ADMINISTRATIVE CERTIFICATES

§49.121. Administrative I.

(a) The Department will issue Administrative I Certificates to persons who have had a minimum of five years of professional school experience, and have completed an approved program of graduate study preparing him to direct, operate, supervise, and administer the organizational and general educational activities of a school. Applicants shall be recommended by the preparing institution in which the graduate program was completed.

(b) Certificates may be issued for any administrative area for which program approval has been granted by the Department.

§49.122. Administrative II.

Administrative II Certificates shall be permanent certificates issued to applicants who have completed three years of satisfactory administrative experience on an Administrative I Certificate attested to by the chief school administrator of the approved public or nonpublic school entity in which the most recent service was performed.

APPENDIX VI

BASIC EDUCATION CIRCULAR 11-78

Subject: Implications of the New Copyright Law for Educators and Librarians

To: Chief School Administrators
Intermediate Unit Executive Directors
School Board Secretaries
Area Vocational Technical Schools
Diocesan Superintendents
Administrators of Nonpublic Schools

From: Frank S. Manchester
Commissioner for Basic Education

The Copyright Revision Act of 1976 (P.L. 94-553) became effective on January 1, 1978. This legislation takes cognizance of technological advancements in communication and education and sets standards for "fair use" of printed, audiovisual, graphic and music materials by teachers.

Attached is a summary of the new regulations as prepared by the editors of "School Law News."

For more detailed information on the new law, send for a copy of the "General Guide to the Copyright Act of 1976." This booklet is available at no cost from:

The Copyright Office
Library of Congress
Washington, DC 20559

Inquiries concerning this law should be directed to:

Bureau of Curriculum and Instruction
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126
(717) 787-7616

GUIDE TO NEW COPYRIGHT LAW

* * * *

EDUCATIONAL USE

The Copyright Revision Act of 1976, P.L. 94-553, brings under the statutes for the first time the doctrine of "fair use" to cover the duplication and use of copyrighted material by educators. Section 107 of the law says use of copyrighted work is not an infringement if used for "purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use, scholarship, or research)."

The criteria set by the statute for determining fair use include, but are not limited to:

- the purpose and character of the use, including whether use is for commercial or nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- the effect of the use upon the potential market for or value of the copyrighted work.

Since the law does not limit the determination of fair use to those four standards, this is one of the law's "gray areas" that will have to be clarified by the courts, according to Sheldon Steinbach, legal counsel for the American Council on Education.

Copying for Teachers. Although the act does not set standards for copying of material by teachers, the House Judiciary Committee set "minimum" guidelines in its report on the legislation. Under those guidelines, teachers may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons, or pictures from books, periodicals, or newspapers.

Multiple copies, not exceeding more than one per pupil, may be made for classroom use or discussion if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the guidelines. Each copy must include a notice of copyright.

Brevity. Under the brevity test, which is defined separately for poetry, prose and graphics, the guidelines say:

- A complete poem, if less than 250 words and two pages long, may be copied. Excerpts from longer poems cannot exceed 250 words;
- Teachers may copy complete articles, stories or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10 percent of the work, whichever is less. In any event, the minimum is 500 words;
- Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
- One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied.

. "Special" works, such as children's books combining poetry, prose or poetic prose, cannot be reproduced in full. An excerpt of no more than two pages and no more than 10 percent of the words may be copied.

Spontaneity. The copying should be at the "instance and inspiration of the individual teacher," say the guidelines. The "inspiration and decision" to use the work should be "so close in time" to the "moment for its use for maximum teaching effectiveness" that it would be "unreasonable to expect a timely reply to a request for permission."

Cumulative Effect. Teachers are limited by the guidelines to using the copied material for only one course in the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical volume during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. The limitations, however, do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Prohibitions. The guidelines prohibit using copies to replace or substitute for anthologies, compilations or collective works. Works intended to be "consumable," including workbooks, exercises, standardized tests, test booklets and answer sheets, cannot be copied.

Teachers cannot substitute copies for the purchase of books, publisher's reprints or periodicals, nor can they repeatedly copy the same item from term to term. The copying of works cannot be directed by a "high authority" and students cannot be charged more than the actual cost of photocopying.

* * * *

LIBRARY COPYING

The act gives protection to libraries beyond the fair use section. Section 108 allows a library or archive to reproduce one copy or recording of a copyrighted work and distribute it if: the reproduction or distribution is made without any purpose of direct or indirect commercial advantage; the collection of the library or archives is open to the public, or available not only to researchers affiliated with the library or archives or with the institution of which it is a part, but also to other persons doing research in a specialized field; and if the reproduction or distribution of a work includes a notice of copyright.

Libraries and their employees are not liable for the "unsupervised use" of photocopying equipment provided that the machines display a warning notice that making the copies may be subject to the copyright laws."

OTHER EXEMPTIONS

The 1976 act continues some of the not-for-profit exemptions of the 1909 law, including the exemptions from copyright liability for face-to-face teaching activities involving performances or displays made by students or instructors; religious services; live performances without commercial advantage; and the use of instructional broadcasts.

In addition, noncommerical broadcasts for the blind or deaf and nonprofit performances of dramatic works transmitted to the blind by radio are exempt from copyright liability under the 1976 act. The law says the broadcast must be connected to actual classwork as opposed to being public broadcasts of a cultural or educational nature.

MUSIC COPYRIGHTS

The new law, however, repeals the not-for-profit exemptions of the 1909 law covering music played in schools. Schools must be licensed to play copyrighted music where the performer is paid or an admission is charged, even if the admission is used to cover refreshment costs. But the three performing rights organizations have agreed not to take copyright infringement actions until a model license arrangement is made or until February 1, whichever is sooner.

For the first time, juke boxes must be licensed and a certificate of license must be displayed on each machine. Juke boxes were exempt from licensing requirements under the 1909 law, as the coin-operated music box was a novel machine not widely used when the act was signed into law.

USING BROADCASTS

The problem of taping copyrighted audiovisual works and using them in the classroom is not fully resolved in the new law. Instead, the House Committee report says, "The fair use doctrine has some limited application in this area, but it appears that the development of detailed guidelines will require a more thorough exploration than has so far been possible of the needs and problems of a number of different interests affected and the various legal problems presented."

A group of educators recently met with commercial broadcasters and producers of audiovisual material to discuss the issue. The group decided to seek funds to study classroom use of broadcasts taped off-the-air, to develop fair use guidelines for broadcast works to create a clearinghouse for the broadcast industry to govern use beyond "fair use."

APPENDIX VII

PUBLIC SCHOOL CODE OF 1949

Section 502. Additional Schools and Departments. In addition to the elementary public schools, the board of school directors in any school district may establish, equip, furnish and maintain the following additional schools or departments for the education and recreation of persons residing in said district, and for the proper operation of its schools, namely:

High schools,
Trade schools,
Vocational schools,
Technical schools,
Cafeterias,
Agricultural schools,
Evening schools,
Kindergartens,
Libraries,
Museums,
Reading-rooms,
Gymnasiums,
Playgrounds,
Schools for physically and mentally handicapped,
Truant schools,
Parental schools,
Schools for adults,
Public lectures,

Such other schools or educational departments as the directors, in their wisdom, may see proper to establish.

Said additional schools or departments, when established, shall be an integral part of the public school system in such school districts and shall be so administered.

No pupil shall be refused admission to the courses in these additional schools or departments, by reason of the fact that his elementary or academic education is being or has been received in a school other than a public school (Amended May 9, 1949, P.L. 939).

APPENDIX VIII
SCHOOL LIBRARY MEDIA SURVEY

PLEASE USE A SEPARATE FORM FOR EACH BUILDING. Name of librarian completing this survey.

SUMMARY

PART A: 1,339 Librarians responded
PART B,C.D: 1,937 Schools represented

PERCENTAGE RESULTS

NOTE: If you are in charge of libraries in more than one building, please complete Part A only one time. On forms for subsequent buildings, go directly to Part B.

A. LIBRARIAN INFORMATION

1. List the buildings in which you are responsible for management of the library and the teaching of library skills.

_____ _____
_____ _____
_____ _____

2. PERSONAL INFORMATION. Please check as requested in each column of boxes.

	A Position/ title under which you are employed (one only)	B Any position you are eligible to hold (any that apply)
Librarian	85	90
Library Media Specialist	9	33
Paraprofessional	2	4
Supervisor	1	6
Coordinator	1	9
Department Head	1	14
Other (Specify) _____	1	13

C Your highest educational level (one only)		D Your highest certification level (one only)	
BS/BA			
Library Science	32	Provisional	3
Other	3	Instructional I	17
MS/MA		Instructional II	76
Library Science	50	Supervisory	3
Other	14	Administrative	1
Ph.D.	0.3		
D.Ed.	0.2		

E. Before 1960 - 2 1975 - 1979 - 23
1960 - 1969 - 8 1980 - 1984 - 51
1970 - 19874 - 16

F School committees on which you serve (any that apply)	
Curriculum	40
Long Range Planning	32
Chapter II	8
Staff Development	7
Personnel	2
Other (Specify) _____	22
_____	4

G. How many years of experience have you had as a school librarian?

Check one box below.

	G
Fewer than 3 years	8
3 to 10 years	33
More than 10 years	59

PART A Continued: PROFESSIONAL MEETINGS, WORKSHOPS, TRAINING

3. When did you last attend a statewide association conference? Check appropriate column under A to indicate time. In the last column, check those for which you received released time.

	No Response	Never attended	A 1 to 3 years ago	4 to 10 years ago	B Received released time
Pa. School Librarians Association (PSLA)	-	31	45	24	55
Pa. Learning Resources Association (PLRA)	2	92	3	3	6
Pa. Library Association (PLA)	2	84	5	10	9
Pa. Citizens for Better Libraries (PCBL)	4	95	-	1	1
_____	87	9	4	1	3

4. When did you last attend a national association conference? Check appropriate column under A to indicate time. In the last column, check those for which you received released time.

	No Response	Never attended	A 1 to 3 years ago	4 to 10 years ago	B Received released time
American Library Association (ALA)	1	86	7	6	3
American Association of School Libraries	1	97	1	1	1
Other (Specify)					
_____	89	9	1	1	1

5. What workshops have you attended? Who sponsored them? When attended? Please check under A for appropriate sponsor and under B for time.

	A SPONSOR					B TIME	
WORKSHOP TOPIC	No Response	Sch. Dist.	I.U.	College or Univ.	PDE	Other (Specify) _____	Within last 2 Years	Prior to 1981
Censorship	83	4	4	3	1	5	11	6
Computer literacy	37	30	16	6	7	3	57	3
Online bibliographic search	85	2	3	6	3	2	12	3
Computers as a library management tool	76	6	6	5	3	4	21	1
Other (Specify)								
_____	79	3	5	5	3	5	16	5
_____	93	1	2	2	1	2	4	2

6. What types of workshops should the PDE Division of School Library Media conduct for school library teachers and administrators? Check any that are needed.

		6
A. Writing school library media performance objectives	A	23
B. Developing lesson plans	B	24
C. Assessing library skills	C	40
D. Developing individualized library media activities	D	37
E. Integrating microcomputers with the school library	E	73
F. Marketing school library media programs	F	29
G. Making do with what you have (low budget/high demand)	G	58
H. Collection development/management	H	37
I. Assessing library programs	I	37
Other (Specify)		
J. _____	J	10
K. _____	K	3

B. PROGRAMS AND POLICIES

7. Since the beginning of the 83-84 school year, what percentage of your time have you spent on the following activities? Percent estimates must total 100.

Activity	Percent 7				
	0-20	21-40	41-60	61-80	80-100
A. Library management activities such as pesonnel planning, promotion, original cataloging.	69	25	4	2	-
B. Formal library program or skills instruction.	31	21	24	19	5
C. Meeting with faculty about program and instruction.	98	2	-	-	-
D. Informal time spent with students in individualized instruction.	69	21	10	-	-
E. Clerical support activities such as typing, filing and shelving.	74	20	4	1	1

8. Does written policy exist for the following? Has the school board approved the policy? When was it last approved by the board? Please check for those policy areas where a written policy exists only; then Complete columns B and C for those you checked in Column A.

Policy concerning:	A Written policy exists	B Board approval? Yes	B No	C Before 1970	C 70 to 79	C 80 to 84
Materials selection	77	58	10	4	23	22
Challenged materials	72	57	9	2	21	22
Weeding materials	40	26	10	2	8	13
Duplicatgion of copyrighted materials	33	20	9	1	5	11
Procedural Manual for library operations	50	23	19	1	7	14

9. Does your collection/selection policy include criteria for the following?

Criteria for:		9 Yes	9 No
A. Selection of print materials	A	79	5
B. Selection of nonprint materials	B	65	19
C. Selection of (micro) computer software	C	15	67
D. Selection of textbooks	D	24	59
E. Selection of equipment	E	21	61
F. Weeding	F	43	40
G. Gifts	G	47	36
H. Evaluation	H	49	34
I. Other (Specify) _____	I	4	6

10. Are you responsible for the distribution of AV equipment?	10	45	54
11. Are you responsible for the housing of AV materials?	11	79	20
12. Are you responsible for teaching library media skills? If not, who does the teaching? _____	12	92	8
A. Is the program integrated with the classroom curriculum:	A	62	40
B. Is a written curriculum of library media program available?	B	72	27
C. Are written performance objectives available?	C	62	37
D. Are performance objectives integrated into lesson plans?	D	65	34
13. Have you referred to the scope and sequence chart in Chapter II of the 1983 Pennsylvania Guidelines for School Library Media Programs?	13	68	31

PART B Continued

14. Does your school library media curriculum include instruction in the following skills? If yes, is the skill level evaluated? If no, do you think it should be included? Please use only one check per skill.

That is:
If your curriculum includes the skill and it is evaluated, check in Column A-1.
If your curriculum includes the skill and it isn't evaluated, check Column A-2.
If you don't include that skills but think it should be included, use Column B-3.
If you don't include that skill and think it should be included, check Column B-4.

Skill		A: Included now in curriculum. Is skill level evaluated? Yes 1	A: No 2	B: But now included in curriculum. Should it be included? Yes 3	B: No 4
A. Reading fiction and non-fiction for leisure.	A	39	45	8	8
B. Selecting and evaluating resources.	B	40	32	16	11
C. Interpreting information.	C	45	27	15	11
D. Organizing and summarizing information.	D	46	23	16	14
E. Organizing and writing reports and term papers.	E	46	21	14	18
F. Using the card catalog.	F	79	16	3	2
G. Using general reference sources.	G	75	20	3	2
H. Using specialized reference materials.	H	66	22	5	6
I. Using literature about various societies and cultures.	I	31	32	17	20
J. Using career information materials.	J	27	28	19	25
K. Using and analyzing biographies.	K	48	30	12	10
L. Preparing bibliographies for print and/or nonprint materials.	L	39	22	18	19
M. Selecting materials according to a classified system.	M	60	21	9	9
N. Critiquing materials.	N	22	22	25	30
O. Interpreting graphs, charts, and pictures.	O	27	21	25	27
P. Identifying the bias in materials.	P	15	20	35	29
Q. Applying problem solving skills to library-related assignments.	Q	36	29	23	10
R. Developing appreciation for lifelong library usage.	R	41	43	12	4
S. Using community resources.	S	20	31	32	16
T. Producing nonprint materials.	T	10	18	33	38
U. Producing video programs.	U	8	18	32	41
V. Proper procedures for using hardware and appropriate software.	V	24	24	35	17
W. Using computer for information retrieval.	W	7	13	58	21
X. Using computer for solving problems.	X	9	14	51	25
Y. Using computer to develop library media skills.	Y	6	12	65	17
Z. Using computer for electronic mail.	Z	1	11	33	54

C. FACILITIES AND RESOURCES

15. Resource sharing: For the following organizations, check whether you have established formal or informal resource sharing processes, or none. Please use only one check for each organization.

Organization		None 1	Formal 2	Informal 3
A. Local Public Library	A	27	13	59
B. Intermediate Unit	B	27	54	19
C. Academic Library	C	71	6	22
D. PDE Resource Center of the School Library Media Division	D	79	8	12
E. Pennsylvania State Library	E	90	4	6
F. Private Industry Library	F	95	1	3
G. Other (Specify) _____	G	11	4	7

16. Your collection:
   A. What is the size of your book collection? Please check one.
      Up to 5,000 23 5,001 to 10,000 42 Over 10,000 34
   B. How many periodical titles to you maintain? Check one.
      0 to 5 9 6 to 10 22 11 to 50 48 Over 50 20
   C. Approximate daily circulation? 0-50=27 51-100=30 100-200=30
      201-500=12 Over 500=1

17. What cataloging and classification systems does your library use for print and non-print resources.

System	For Print Resources 1	For Nonprint Resources 2
AACR2	8	6
Sears	88	56
Dewey	98	57
Library of Congress	1	1
Other _____	1	1
_____	-	2

18. What was your 1983-84 total budget allocation for resources and supplies?
    $ 50-1,000 = 14 $1,001-1,500 = 15 $2,001-3,000 = 16
    $3,001-4,000 = 12 $4,001-5,000 = 7 $5,001-10,000 = 17
    $10,001-20,000 = 5 Over $20,000 = 2

D. ACCESSIBILITY

19. How many hours is your library open and accessible to all students? (Do not include hours that the library is scheduled for classes if other students may not enter at that time.) Please record number of hours per week in each time slot.

	A During the school year	B During the summer vacation
Daily before school	1=24,2-3=24,4-5=7,6-35=1	Weekdays 1-3,4-8=2,9-37=2
Daily during school	1-10=41,11-20=9,21-30=15,31+=20	Evenings 1-4=0.5
Daily after school	1=19,2-3=16,4-5=8,6-43=2	Weekends (1 school reported 3 hours)
Evenings	1-5=1, 6-30=0.5	
Weekends	(1 school had 2 and 1 had 3 hours.)	

20. List noncurricular uses of your school library media center (e.g., study hall, detention center,)

_____ _____

_____ _____

_____ _____

PLEASE RETURN COMPLETED FORM TO PDE School Library Media, 333 Market, Box 911, Harrisburg, PA 17108

APPENDIX IX
SCHOOL LIBRARY MEDIA SURVEY

PLEASE USE A SEPARATE FORM FOR EACH BUILDING. Name of librarian completing this survey.

SUMMARY

PART A: 1,339 Librarians responded
PART B,C.D: 1,937 Schools represented

FREQUENCIES

NOTE: If you are in charge of libraries in more than one building, please complete Part A only one time. On forms for subsequent buildings, go directly to Part B.

A. LIBRARIAN INFORMATION

1. List the buildings in which you are responsible for management of the library and the teaching of library skills.

_____ _____
_____ _____
_____ _____

2. PERSONAL INFORMATION. Please check as requested in each column of boxes.

	A Position/ title under which you are employed (one only)	B Any position you are eligible to hold (any that apply)
Librarian	1131	1205
Library Media Specialist	126	442
Paraprofessional	30	52
Supervisor	3	86
Coordinator	14	124
Department Head	18	184
Other (Specify) _____	17	175

C Your highest educational level (one only)		D Your highest certification level (one only)	
BS/BA			
Library Science	425	Provisional	42
Other	33	Instructional I	214
MS/MA		Instructional II	986
Library Science	659	Supervisory	40
Other	186	Administrative	1
Ph.D.	4	No Response	42
D.Ed.	3		
No Response	29		

E. What was the last year you took a college course? E 1978 Average

F School committees on which you serve (any that apply)	
Curriculum	508
Long Range Planning	422
Chapter II	101
Staff Development	93
Personnel	23
Other (Specify) _____	299
_____	51

G. How many years of experience have you had as a school librarian?

Check one box below.

	G
Fewer than 3 years	102
3 to 10 years	443
More than 10 years	794

PART A Continued: PROFESSIONAL MEETINGS, WORKSHOPS, TRAINING

3. When did you last attend a statewide association conference? Check appropriate column under A to indicate time. In the last column, check those for which you received released time.

	No Response	Never attended	A 1 to 3 years ago	4 to 10 years ago	B Received released time
Pa. School Librarians Association (PSLA)	6	408	603	322	734
Pa. Learning Resources Association (PLRA)	27	1237	35	40	47
Pa. Library Association (PLA)	24	1122	62	131	114
Pa. Citizens for Better Libraries (PCBL)	50	1271	6	12	8
_____	1159	116	48	16	38

4. When did you last attend a national association conference? Check appropriate column under A to indicate time. In the last column, check those for which you received released time.

	No Response	Never attended	A 1 to 3 years ago	4 to 10 years ago	B Received released time
American Library Association (ALA)	9	1153	96	81	40
American Association of School Libraries	17	1295	15	12	14
Assn. for Educational Comm. Tech.	21	1284	19	15	23
Other (Specify)					
_____	1194	125	12	8	8

5. What workshops have you attended? Who sponsored them? When attended? Please check under A for appropriate sponsor and under B for time.

	A SPONSOR					B TIME	
WORKSHOP TOPIC	Sch. Dist.	I.U.	College or Univ.	PDE	Other (Specify) _____	Within last 2 Years	Prior to 1981
Censorship	57	50	40	14	65	149	85
Computer literacy	406	220	80	97	44	769	35
Online bibliographic searching	32	38	76	40	21	159	33
Computers as a library management tool	83	77	63	38	58	286	15
Other (Specify)							
_____	45	66	63	41	66	209	60
_____	16	25	22	8	22	59	24

6. What types of workshops should the PDE Division of School Library Media conduct for school library teachers and administrators? Check any that are needed.

		6
A. Writing school library media performance objectives	A	310
B. Developing lesson plans	B	316
C. Assessing library skills	C	531
D. Developing individualized library media activities	D	469
E. Integrating microcomputers with the school library	E	980
F. Marketing school library media programs	F	391
G. Making do with what you have (low budget/high demand)	G	779
H. Collection development/management	H	492
I. Assessing library programs	I	489
Other (Specify)		
J. _____	J	136
K. _____	K	38

B. PROGRAMS AND POLICIES

7. Since the beginning of the 83-84 school year, what percentage of your time have you spent on the following activities? Percent estimates must total 100.

	Activity	7 Percent
A.	Library management activities such as pesonnel planning, budgeting promotion, original cataloging.	A 19
B.	Formal library program or skills instruction.	B 42
C.	Meeting with faculty about program and instruction.	C 7
D.	Informal time spent with students in individualized instruction.	D 19
E.	Clerical support activities such as typing, filing and shelving.	E 17

8. Does written policy exist for the following? Has the school board approved the policy? When was it last approved by the board? Please check for those policy areas where a written policy exists only; then Complete columns B and C for those you checked in Column A.

Policy concerning:	A Written policy exists	B Board approval? Yes	No	C Year of most recent approval
Materials selection	1497	1131	193	1977
Challenged materials	1399	1094	168	1978
Weeding materials	767	493	193	1978
Duplicatgion of copyrighted materials	30	386	180	1980
Procedural Manual for library operations	965	438	368	1979

9. Does your collection/selection policy include criteria for the following?

Criteria for:		9 Yes	No
A. Selection of print materials	A	1525	93
B. Selection of nonprint materials	B	1250	363
C. Selection of (micro) computer software	C	294	1301
D. Selection of textbooks	D	467	1135
E. Selection of equipment	E	407	1190
F. Weeding	F	833	771
G. Gifts	G	906	704
H. Evaluation	H	941	651
I. Other (Specify) _____	I	81	114

10. Are you responsible for the distribution of AV equipment?	10	878	1047
11. Are you responsible for the housing of AV materials?	11	1535	396
12. Are you responsible for teaching library media skills? If not, who does the teaching? _____	12	1775	155
A. Is the program integrated with the classroom curriculum:	A	1205	715
B. Is a written curriculum of library media program available?	B	1401	524
C. Are written performance objectives available?	C	1209	712
D. Are performance objectives integrated into lesson plans?	D	1259	649
13. Have you referred to the scope and sequence chart in Chapter II of the 1983 Pennsylvania Guidelines for School Library Media Programs?	13	1312	609

PART B Continued

14. Does your school library media curriculum include instruction in the following skills? If yes, is the skill level evaluated? If no, do you think it should be included? Please use only one check per skill.

That is:
If your curriculum includes the skill and it is evaluated, check in Column A-1.
If your curriculum includes the skill and it isn't evaluated, check Column A-2.
If you don't include that skills but think it should be included, use Column B-3.
If you don't include that skill and think it should be included, check Column B-4.

	Skill		A Included now in curriculum Is skill level evaluated? Yes 1	A No 2	B But now included in curriculum Should it be included? Yes 3	B No 4	No Res.
A.	Reading fiction and non-fiction for leisure.	A	758	863	156	146	14
B.	Selecting and evaluating resources.	B	781	626	305	206	19
C.	Interpreting information.	C	876	523	299	218	21
D.	Organizing and summarizing information.	D	892	452	313	264	16
E.	Organizing and writing reports and term papers.	E	893	406	262	357	19
F.	Using the card catalog.	F	1528	306	51	42	10
G.	Using general reference sources.	G	1446	378	59	45	9
H.	Using specialized reference materials.	H	1287	420	99	120	11
I.	Using literature about various societies and cultures.	I	597	611	327	386	16
J.	Using career information materials.	J	531	550	362	474	20
K.	Using and analyzing biographies.	K	925	584	224	189	15
L.	Preparing bibliographies for print and/or nonprint materials.	L	760	424	349	376	28
M.	Selecting materials according to a classified system.	M	1164	407	170	169	27
N.	Critiquing materials.	N	432	431	479	571	24
O.	Interpreting graphs, charts, and pictures.	O	519	402	480	518	18
P.	Identifying the bias in materials.	P	283	385	672	554	43
Q.	Applying problem solving skills to library-related assignments.	Q	701	559	448	196	33
R.	Developing appreciation for lifelong library usage.	R	798	827	231	68	13
S.	Using community resources.	S	377	608	616	318	20
T.	Producing nonprint materials.	T	198	340	644	740	15
U.	Producing video programs.	U	147	353	618	802	17
V.	Proper procedures for using hardware and appropriate software.	V	455	468	677	321	16
W.	Using computer for information retrieval.	W	144	256	1125	398	14
X.	Using computer for solving problems.	X	167	276	990	486	18
Y.	Using computer to develop library media skills.	Y	111	235	1258	322	11
Z.	Using computer for electronic mail.	Z	25	215	643	1040	14

C. FACILITIES AND RESOURCES

15. Resource sharing: For the following organizations, check whether you have established formal or informal resource sharing processes, or none. Please use only one check for each organization.

Organization		None 1	Formal 2	Informal 3	No Resp.
A. Local Public Library	A	530	252	1148	7
B. Intermediate Unit	B	525	1043	360	9
C. Academic Library	C	1379	116	424	18
D. PDE Resource Center of the School Library Media Division	D	1538	148	236	15
E. Pennsylvania State Library	E	1735	68	122	12
F. Private Industry Library	F	1834	19	61	23
G. Other (Specify) _____	G	210	69	138	1520

16. Your collection:
   A. What is the size of your book collection? Please check one.
   Up to 5,000 442 5,001 to 10,000 816 Over 10,000 650 No Response 29
   B. How many periodical titles to you maintain? Check one.
   0 to 5 175 6 to 10 417 11 to 50 924 Over 50 312 No REsponse 29
   C. Approximate daily circulation? Ave=132 (Range 0 to 6,000)

17. What cataloging and classification systems does your library use for print and non-print resources.

System	For Print Resources 1	For Nonprint Resources 2
AACR2	156	125
Sears	1713	1077
Dewey	1900	1095
Library of Congress	23	16
Other _____	14	284
_____	3	34

18. What was your 1983-84 total budget allocation for resources and supplies? Include federal monies, local appropriation, etc. $4,150 Ave.
Range $50 to $79,300
No Response = 151

D. ACCESSIBILITY

19. How many hours is your library open and accessible to all students? (Do not include hours that the library is scheduled for classes if other students may not enter at that time.) Please record number of hours per week in each time slot.

A. During the School Year	Number	Average Hours	B. During the Summar Vacation	Number	Average hours
Daily before school	1077	1.4	Weekdays	144	6.5
Daily during school	1619	17.4	Evenings	9	2.8
Daily after school	849	2.6	Weekends	1	3.0
Evenings	23	5.3			
Weekends	2	2.5			

20. List noncurricular uses of your school library media center (e.g., study hall, detention center,)

_____ _____

_____ _____

_____ _____

PLEASE RETURN COMPLETED FORM TO PDE School Library Media, 333 Market, Box 911, Harrisburg, PA 17108